NOTE: Changes in the Handbook may be made during the year. All changes may be made to the electronic version of the Handbook which is available on g:\public. Those changes will be identified by use of italic font. The electronic version will be considered the official version of the Handbook.
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W. POLICY ON MISCONDUCT IN SCHOLARSHIP AND RESEARCH
The Faculty Handbook has been prepared to assist faculty members to fulfill their role as teachers, researchers and practitioners in nursing. Policies and procedures are presented to facilitate the faculty role in a complex academic setting. As policies and procedures are revised or developed, the handbook is updated and posted to G:\EDUCATION\HANDBOOKS. The Faculty Handbook is maintained in the Office of the Associate Dean for Education and Student Affairs.

The Faculty Governance Committee; Committee for Academic Appointment, Promotion, and Tenure; the Committee for Clinical Appointment and Promotion; Student Affairs Committee; and Curriculum Committee regularly review and recommend revisions and additions in policies and procedures affecting faculty in the School of Nursing. For policies and procedures not found in this document please consult the University of Rochester Faculty Handbook or the 2018-2019 edition of the School of Nursing Student Handbook.

Rev. 8/18
UNIVERSITY OF ROCHESTER
SCHOOL OF NURSING

II. ORGANIZATION OF SCHOOL OF NURSING

A. MISSION AND VISION
The overriding philosophy of the School of Nursing is the unification of education, research, and practice. The Unification Model supports the University of Rochester School of Nursing Mission and Vision:

Mission Statement:
Building on a pioneering tradition of unifying nursing education, research, and practice, the URSON pursues excellence in clinical and scientific learning, discovery, and nursing care within an environment of diversity and inclusion.

Vision Statement:
Lead the national agenda in transforming the discipline of nursing through innovative education, practice and research to improve the health and well-being of individuals and communities.

Students will choose to come to the University of Rochester School of Nursing because:

- They want to be educated in an environment that is driven by the needs of integrated health care delivery systems and that drives the future development of effective and efficient health care delivery models.
- They want the opportunity to learn and work in collaboration with other health care professionals in an academic setting.
- They want an education that prepares them as excellent health system leaders, practitioners and researchers while valuing the complexity of their life needs.

B. STATEMENT OF PHILOSOPHY
The University of Rochester School of Nursing prepares nurses to meet the challenges of health care in the twenty-first century. Our philosophy includes beliefs about unification, education, research and scholarly productivity, practice, nursing, consumer, and health.

The Unification Model directs nursing education, research, and practice. Unification is not only a philosophical approach but also an organizational structure that operationalizes the interdependence among education, research and practice. Education empowers nurses with knowledge, attitudes, and skills for leadership in professional practice and research. Research develops nursing knowledge to strengthen education and promote evidence-based practice. The practice of nursing is care delivery that promotes continued excellence through the generation of new research questions and the enrichment of the educational experience. The ongoing interaction of education, research, and practice benefits the consumer by ensuring quality nursing care.
Education is a dynamic, interactive process between learners and teachers utilizing the theoretical and scientific knowledge of the discipline and building upon the liberal arts and humanities background. A rigorous professional education with the breadth and perspective of arts and sciences prepares leaders in nursing who shape current and future responses to ethical, political, economic, health and nursing issues. Critical thinking and decision-making are basic to the delivery of health care. The learner/teacher relationship fosters mutual respect, individuality, self-direction, collaboration, scholarship, and commitment to lifelong learning. Educational programs focus on the ongoing professional and career development of practicing nurses through degree and non-degree programs. Creative, flexible programming in education is essential to meet the diverse and changing needs of learners, teachers, and the nursing profession.

Research and Scholarly Productivity: Scholarship has as its outcome the generation, testing, refinement, and dissemination of new knowledge. Scholarly activities value and support the overall research efforts of the school, by assisting in the testing of new knowledge through the collection of data, identification of clinical problems for investigation, and application of clinical findings to patient care. Research is a scholarly activity, which generates and tests new knowledge based on rigorous scientific methods.

Clinical Practice is defined as a direct or indirect care activity that has as its central focus the (actual and potential) consumers of nursing care services. The consumers may be individuals, groups, families, or communities, and the service needs of consumers may involve direct and/or indirect care interventions. Direct care involves specific interactions with the consumer and is aimed toward the restoration, maintenance, or promotion of optimal health and functioning for the consumer. In contrast, indirect care promotes the health of the consumer by structuring, developing, and managing the environmental, economic, and human resources required for the provision of nursing care services. These include such activities as consultation, supervision, administration, committee work, and staff development. Advanced practitioners provide expert clinical care using a conceptual as well as an experimental knowledge base. Clinical practice may include major administrative responsibility for improving the quality and cost-effectiveness of patient care services.

The essence of nursing is assisting consumers to attain and maintain optimal health and to cope with illness and disability and dying. Nursing derives its rights and responsibilities from society, and is, therefore, accountable to society as well as the consumers who comprise it. The nurse functions as a caring professional in both autonomous and collaborative professional roles, using critical thinking, ethical principles, effective
communication, and deliberative action to render and facilitate access to health care, and to aid consumers in making decisions about their health.

Consumers of nursing care may be individuals, families, or communities, all of whom have diverse and changing needs. Consumers are self-determining and have the right to informed choice and access to health care. Any setting in which consumers function is an appropriate environment for nursing practice. Consumers ultimately define health for themselves and make decisions regarding it. Components of optimum health may include biological, psychological, social, cultural, and spiritual functioning, effective response to a continually changing environment, and achievement of personal potential.

New technologies, an ever-expanding research base, and concerns about health care quality are among the forces driving reform of health professional education in the 21st century. As the University of Rochester School of Nursing responds by broadening its scope, there is a need to further develop the Unification Model beyond clinical nursing education, research and practice. The universality of the Unification Model is its strength, which can be differentiated in its application to evolving School of Nursing innovations in interdisciplinary education, new academic degrees, and education research. Faculty at the School are responsible for taking a leadership role in critically analyzing, translating, and disseminating the Unification Model to new environments.

III. STRUCTURE OF THE SCHOOL OF NURSING

A. ORGANIZATIONAL DIAGRAMS

University of Rochester Medical Center Administration
University of Rochester Medical Center School of Nursing
School of Nursing Academic Affairs
School of Nursing Administration
School of Nursing Finance
School of Nursing Center for Research Support
School of Nursing Center for Nursing Entrepreneurship
University of Rochester
School of Nursing – Finance

*R Note: Mission administrators to Associate Deans with a dotted line reporting relationship to CFO for fiscal accountability
University of Rochester
School of Nursing – Center for Nursing Entrepreneurship

Dean
School of Nursing

Senior Associate Dean for Operations

Chief Wellness Officer
Director Passport Health
Clinical Director School Based Health Centers
1. **Reporting Relationships for Tenure Track and Clinical Faculty**

Consistent with the unification of practice, education, and research, a broad range of roles and activities exist within the School of Nursing. The work of the School is organized by program (Undergraduate, Master’s and Doctoral) and by mission (Education, Research, and Practice). The negotiating and reporting relationships between faculty and her/his Associate Dean and Program Director designee are described below:

Faculty report (upon initial appointment and, thereafter, as responsibilities change) to the appropriate Associate Dean, depending on the majority of assigned activities or primary assignment. Based on selection/assignments to the various dyadic options for responsibilities (Practice/Education, Education/Research, Research/Practice, etc.), the primary assignment determines the functional reporting relationships.

Each faculty member is seated in one or more programs based on her/his educational preparation, experiential background, professional goals, research interests, and the needs of the School. A Program Director administers each program.

At least annually, the Dean and Associate Deans determine the activities necessary to accomplish the work of the School, bearing in mind the goals of the individual faculty members. Associate Dean annual evaluations occur directly between the faculty member and her/his appointed administrative designee. The annual evaluation for each faculty member addresses contributions to the School of Nursing, progress made in attaining the faculty member’s goal for that length of appointment, participation in diversity activities and future planning.

The Program Directors report to the Associate Dean for Education and Student Affairs. All of the Associate Deans report to the Dean. The Center for Research Support is a support service for all faculty in the School of Nursing. The Strong Memorial Hospital Chief Nurse Executive, The Chief Nursing Officer of Highland Hospital, and the President, Visiting Nurse Service hold Clinical Assistant Dean appointments and report to the Dean related to those appointments.

2. **Office of Evaluation**

The Office of Evaluation, in collaboration with SON leaders and administrators, faculty, and support staff, is responsible for the coordination and systematic implementation of SON academic programs and organization-wide evaluation activities that: (a) focus on continuous performance improvement of key processes, with corrective action as needed; (b) provide continuous feedback to stakeholders; and (c) foster organizational learning and knowledge sharing.

**Functions**

1. Coordinates SON academic program and organization-wide evaluation activities by providing a structure and operating system for the management of key processes that promote organizational excellence and that enable the school to accomplish its mission and achieve strategic goals.

2. Collaborates by means of interfacing with key individuals and groups (e.g. Program Directors, Faculty Governance and Curriculum Committees) in implementing systematizing, and reporting outcomes of SON organization-wide evaluation activities that measure organizational performance and monitor for continuous improvement.


4. Oversees and monitors trended systematic evaluation plan (SEP) outcomes.
5. Reports data analysis results and associated action plans to SON groups and leaders.

6. Reviews congruence between the SON/URMC Strategic Plans and Office of Evaluation functions.

7. Collaborates with the Associate Dean for Education and Student Affairs and the Senior Academic Leadership Team in the preparation of materials, planning, and the writing of self-reports for formal academic review processes, such as site visits by representatives of accrediting bodies or other professional reviewers.

B. POSITION DESCRIPTIONS

1. Dean, School of Nursing

The Dean, School of Nursing, University of Rochester will ensure unification of nursing activities among academic, research and clinical programs. The Dean is responsible for identifying future directions and creating a milieu of innovative and professional nursing programs in education, practice, and research. S/he is accountable for identifying and coordinating the scope of nursing education to be conducted in all clinical settings. S/he has fiscal authority for the School of Nursing and coordinates the effective use of nursing faculty resources and fosters an environment conducive to recruitment and retention of students and clinical and research Faculty.

The Dean reports to the Senior Vice President for Health Sciences and Chief Executive Officer of the URMC. S/he advises the Medical Center Board of all matters relative to nursing.

2. Associate Dean for Education and Student Affairs

The Associate Dean for Education and Student Affairs is responsible for implementing the curriculum in the baccalaureate, master's, post-master’s, and doctoral programs in the School. The responsibilities of the Associate Dean for Education and Student Affairs include curriculum development, implementation, and evaluation; managing student recruitment and retention; development of new programs; establishing and managing student life programs; and management of faculty resources within a complex organization. The Associate Dean for Education and Student Affairs reports to the Dean. The Associate Dean works in collaboration with other administrators and faculty in the coordination and facilitation of the education programs.

3. Senior Associate Dean for Research

Focused on national, regional, and local trends in research and health care policy, the Senior Associate Dean for Research in the School of Nursing is responsible for fostering a collaborative, interdisciplinary environment where the discourse about and development of clinical and translational research and health care innovations is dynamic and seamless.

The Senior Associate Dean for Research directs the School of Nursing’s Center for Research Implementation and Translation (CRIT), one of the four translational centers of the University of Rochester Clinical and Translational Science Institute (CTSI). As director of CRIT and the CTSI’s Comparative Effectiveness Key Function, she also represents the School of Nursing on the CTSI Executive and Administrative Committees and leads the University initiative for the development of patient-centered outcomes research. At the University level, she represents the School of Nursing on the Sponsored University Research Group which formulates research policy. She is responsible for bringing information and perspectives on the School of Nursing's research challenges, contributions, and opportunities to the Medical Center and University community.
As Executive Consultant to the Dean of the School of Nursing and member of the Dean's Cabinet of Administrators, the Senior Associate Dean for Research participates in defining the ever-evolving School of Nursing's philosophy of unification of nursing education, research, and practice and the development and implementation of the School of Nursing's Strategic Plan. At the direction of the Dean of the School of Nursing, the Senior Associate Dean for Research chairs task forces that develop nursing and interdisciplinary white papers that form the basis for discussion on long-term policy development and resource allocation.

Through the development and provision of information on the School of Nursing's mission and programs, the Senior Associate Dean for Research shares responsibility for the cultivation of the alumni and friends donor community. She promotes relationships with national, regional, and local partners designed to connect prospective stakeholders and build intra- and inter-institutional collaborations.

4. **Associate Dean for Research**

The Associate Dean for Research is responsible for fostering and overseeing development of a focused research program that reflects the unification of research, theory, and the practice of nursing. The Director of the Center coordinates and facilitates faculty research in both theory development and clinical research programs. The Associate Dean reports to the Dean. The Associate Dean works in collaboration with other administrators in the coordination and facilitation of faculty research.

The Center promotes the interdependent nature of education, practice, research, and theory called the Unification Model. Center research involves the generation of new knowledge, the testing of the utility of knowledge for advancing nursing practice, and the analysis and evaluation of clinical practice.

5. **Senior Associate Dean for Operations**

The Associate Dean for Operations is responsible for the administrative and operational issues of the school, including planning, human resource management, information systems, and space and facilities management. The Associate Dean reports to the Dean and works in collaboration with other associate deans to ensure we are in compliance with policies and procedures.

6. **Clinical Assistant Deans**

The Clinical Assistant Deans are responsible for developing systems that ensure excellence in nursing practice which provide environments for nursing education and research appropriate to the mission and goals of the School of Nursing.

7. **Program Directors**

The Program Directors (Undergraduate, Masters, Doctoral and Center for Lifelong Learning) work with the Associate Dean for Education and Student Affairs and appropriate faculty committees to address: curriculum issues; course and program evaluation; student recruitment, admission, and progression; and student advisement. In collaboration with faculty committees, they have primary responsibility for the integrity of the programs, including coordinating the sequencing across programs for curriculum, courses, student flow, and clinical sites. In addition, they work with the Associate Deans on program budget issues and faculty assignments. The Program Directors work with the Associate Deans in recruitment of faculty and provide input on faculty performance. In addition, they advise the Associate Deans about future needs for the program clinical sites. The Program Directors report to the Associate Dean for Education and Student Affairs.
8. **Director, Educational Effectiveness**
The Director of Educational Assessment and Innovation works with the Associate Dean of Education and Student Affairs to support the continuous improvement of the quality of teaching and learning at the School of Nursing. The director works with appropriate committees to coordinate the assessment of student learning outcomes, adoption of educational technology, and effective online course design. Additionally, the director reviews accreditation standards related to student learning outcomes, and prepares, maintains and disseminates information related to accreditation for the SON.

IV. **GENERAL INFORMATION**

A. **FACULTY, STAFF AND STUDENT ORGANIZATIONS & AWARDS**

1. **Faculty Awards**

   Each year in February the Faculty Governance Committee solicits from faculty nominations for the first five Faculty Awards listed below. The Committee selects awardees and presents the awards at the end of the academic year.

   **Outstanding Scholarly Practitioner**
   Recognizes a faculty member whose activities have made a great impact on the improvement of clinical practice through scholarship and whose outstanding experience and leadership are recognized by patients, staff nurses and physician colleagues, as well as by the nursing faculty.

   **Most Promising New Investigator**
   Recognizes faculty member whose beginning research is competitively acknowledged as scientifically rigorous, theoretically sound and significantly promising to the advancement of nursing.

   **Outstanding Faculty Colleague**
   Recognizes a faculty member whose help and guidance are frequently sought by individuals to enhance the quality of their endeavors in education, research and/or practice and to promote their professional advancement.

   **Professional Advancement Award**
   Recognizes a faculty member whose activities in the local, regional, and/or national community serve to promote the image and reality of professionalism in nursing.

   **Mary Dombeck Diversity Enhancement Award**
   To recognize a faculty member who has demonstrated a significant commitment to enhance diversity and inclusiveness at the University of Rochester School of Nursing (SON), and thereby helps to advance the creation and implementation of University-wide Diversity and inclusiveness action plans. The winner should be someone who actively supports diversity and inclusiveness initiatives; exhibits respect, appreciation, and value for each individual; demonstrates leadership qualities that foster an inclusive environment; promotes educational programs that enhance diversity and inclusiveness.

   **Dean’s Excellence in Teaching Award**
   The Dean’s office solicits nominations from students for the Dean’s Excellence in Teaching Award early in March. This award is given to a faculty member who demonstrates commitment to students, command of and contributions to the subject matter of nursing, and their outstanding performance in teaching, while fulfilling the role of an academician in a unification model. This award is presented annually at the School of Nursing commencement ceremony.
2. **Staff Awards**

Annually, SON Staff elect three staff members to serve on a Staff Recognition Committee. Senior Associate Dean for Administration and Finance and Associate Dean for Education and Student Affairs also serve. The committee accepts nominations annually for the following staff awards:

**Outstanding Staff Award**
This Outstanding Staff Award is given annually at the end of the academic year to a staff member who is considered by the faculty and staff as outstanding in their support of the school’s mission and who exemplifies teamwork. Nominees are solicited by the Office of the Senior Associate Dean for Administration and Finance.

**Mary Dombeck Diversity Enhancement Award**
The Mary Dombeck Diversity Enhancement Staff Award is designed to recognize individuals that have demonstrated a significant commitment to enhancing diversity at the University of Rochester School of Nursing, and thereby, helping to advance the creation and implementation of University-wide Diversity and Inclusiveness Action Plans.

**Outstanding Staff Colleague Award**
The Outstanding Staff Colleague Award is a way for staff members to participate in the recognition and reward of a fellow member of the SON staff. Unlike the Staff Member of the Year Award, nominations and selections are performed only by SON staff members.

**B. DIVERSITY AND INCLUSIVENESS**

In 2006, President Seligman assembled a Task Force on Cultural Diversity and Inclusiveness that made 31 recommendations to the University that were all accepted for implementation. The full document can be found on Blackboard Academic Suite in the Faculty Organization documents. The School of Nursing (SON) is committed to diversity and inclusiveness. The Dean’s Advisory Committee for Diversity and Inclusiveness was established in 2008, an appointed committee chaired by Dr. Mary Dombeck, and renamed as the Dean’s Advisory Council for Diversity and Inclusiveness in 2011. In 2012, the committee was changed to an elect council and was titled Council for Diversity and Inclusiveness (CoDI) with formal bylaws – chaired by two Faculty Diversity Officers (FDOs) and one Staff Diversity Officer. Kashawmma Wright, BS, RN serves as the student Diversity Officer. The Council consists of faculty, staff, and student representatives.

Mission: Create a welcoming environment that reflects and values increasing diversity of the faculty, staff and student at the School of Nursing.

Our goal is based on the following assumptions and beliefs that:

1. A welcoming environment in which all feel valued and respected as integral members of our SON community, holds the most promise for increasing diversity of faculty, staff, and students,
2. A diverse community of faculty, staff, and students holds the most promise for expanding the range and depth of ideas and perspectives central to the creation of an inclusive work environment, and
3. A welcoming, inclusive work environment is essential to our mission of educating nurses and other health professionals to meet the diverse health care need of the larger population.
1. **Recruitment and Retention Initiatives**

The University, Medical Center, and School of Nursing are collectively taking a proactive role in creating a diverse educational institution using multiple approaches to recruit and retain underrepresented students, faculty, and staff. The School of Nursing participates in University and Medical Center-wide initiatives, such as the Vice-Provost’s Committee on Diversity and URMC faculty/staff development workshops on recruiting and retaining underrepresented students, faculty and staff as well as programs designed to enhance inclusive work and student learning environments. The newly established Center for Academic and Professional Success provides additional support for students through a number of academic supports and by facilitating close collaborations between students, their peers, and faculty. Such support is intended to foster student success and enhance retention.

Faculty and Program Directors are in active communication with potential minority applicants, encouraging them to consider Rochester and to visit the campus. The Program Directors for the Accelerated Program for Non-Nurses work with Spellman College and Xavier University of Louisiana, historically black colleges, to recruit underrepresented minority students to the program. A SON web page features information regarding diversity issues with links to the university-wide web page focused on diversity. Elective courses are offered addressing the needs of a culturally diverse population. The School of Nursing communicates with the Office of Minority Student Affairs on River Campus, which welcomes any student with concerns or questions.

2. **Council on Diversity & Inclusiveness at the SON**

In 2006, Dean Chiverton appointed the Dean’s Advisory Council for Diversity and Inclusiveness and selected members from the faculty and staff, including a student representative. The council on Diversity and Inclusiveness was established as a permanent council in the SON in August 2012. LaRon Nelson, PhD, RN, FNP, FNAP, FAAN and Karen Reifenstein, PhD, RN are Faculty Diversity Officers (FDO) for the SON and represent the school in the University-wide FDO group led by Vice Provost, Dr. Vivian Lewis. Drs. Nelson and Reifenstein co-chair the Council on Diversity & Inclusiveness at the SON along with the staff co-chair member, Jonathan Wetherbee.

C. **ALUMNI RELATIONS**

The School of Nursing Office of Advancement and Alumni Relations coordinates communications, sponsors a number of activities and services (including Meliora Weekend programming), recognizes outstanding alumni, hosts local and regional events, maintains an outline presence, assists with student and alumni networking, and promotes alumni support for the School.

The Alumni Relations office is located in the Bloch Alumni and Advancement Center, 300 East River Road, Box 278996, Rochester, NY 14627. For any questions, please contact Anthony FitzSimmons, Assistant Director of Alumni Relations, at 585-273-2766.

D. **MISCELLANEOUS**

1. **Faculty Orientation**

The Faculty Governance Committee, Administrators, and a primary support person are involved in orienting the new faculty member to the School of Nursing. Additionally, the School of Nursing Human Resources Coordinator, Lynn Brown, will meet with new faculty on an individual basis to facilitate the completion of employment paperwork, assist faculty with obtaining a university ID, parking permit and give general guidance on university policy and resources.
An All School Meeting is held during the first week of the academic year and provide a report on the state of the school as well as updates for the school at large. Typically this day is scheduled in the Fall. Faculty are strongly encouraged to attend all presentations.

2. **ADA Policy**

A copy of the *Guidebook for Faculty and Instructors* is kept in the Student Affairs Office by the ADA Coordinator. A copy of Classroom Accommodations—A Guide for Students with Disabilities is distributed to all accepted students, along with a copy of the technical standards to be signed and returned. The complete policy summation is in the Student Handbook.

Faculty responsibilities regarding **Students with Disabilities** in the classroom:

- Faculty and instructors should not make personal decisions about whether to grant classroom accommodations. Decisions about reasonable classroom accommodations are made in consultation with the local Disability Resource Coordinator who is Nancy Kita, 275-2375, room 1w126. With review of the documentation provided to the Disability Resource Coordinator the correct accommodations will be made.

- Students are encouraged to make requests for accommodations well in advance, in accordance with timelines established by each school. The process begins with self-identification. When a student chooses to disclose the existence of a disability, documentation should be forwarded to the Local Disability Coordinator (Nancy Kita). With the student’s written permission, the coordinator will make arrangements to implement the accommodations and notify faculty of the need to provide accommodations. It is the student’s responsibility to discuss details about any specific classroom needs directly with the instructor and Nancy Kita.

- Communication about the existence of a disability is made easier when instructors make an announcement at the beginning of the term and include a statement in the course syllabus inviting students with disabilities to meet with the instructor and Nancy Kita. Such announcements should be conveyed in a non-judgmental manner, inviting the student to talk with the faculty member in private. A sample statement might include: *Any student eligible for classroom accommodations should contact the instructor within the first two weeks of class.* Both the UDRC and the Local Disability Resource Coordinators will treat such conversations confidentially. A student will not be considered to have self-identified a disability until the student has expressed a desire to do so by submitting written documentation.

- However and whenever a disability is identified, documentation of the diagnosis and the need for accommodations should be verified with our Local Disability Coordinator.

3. **Emeritus Faculty Status**

Emeritus/emerita faculty are retired Full Professors (clinical or tenure track) who have held faculty positions in the School of Nursing for a number of years, and are nationally or internationally recognized for their work. The rank honors the faculty members’ achievements and his or her commitment to the School of Nursing. The retiring faculty member submits an application to the Dean for review who then makes a recommendation to the Provost or the Vice-President for Health Sciences/Chief Executive Officer of URMC.
4. **Faculty Meetings/Forums**

A schedule of the Faculty Meetings for the upcoming academic year is distributed to all faculty. In addition, special meetings may be called by the Dean or upon written request of seven or more faculty members. The Dean will preside at such meetings.

Faculty Meetings/Forums are held on the third Monday of each month during the academic year from 1:00-3:00 PM. Faculty Meetings are held at least four times each year.

A Blackboard organization: SON Faculty Meetings is used to post the agenda, any documents for review/vote, and reports from Dean, Associate Deans, Program Directors, and Standing Committees. Following the meeting, minutes are also posted in this organization. The agenda and any items for vote are posted at least five working days before the upcoming meeting.

Forums may be held as needed. Faculty Forums do not consider business, and no minutes are kept.

5. **Web Guidelines 2017-2018**

The SON Web Team assumes responsibility for the School of Nursing’s website overall ‘look and feel,’ while establishing goals and standards for graphics, photography, and content. The Web and Communications Team work collaboratively to establish content strategy and priorities based on university goals and strategic plan, and directs the research, analysis, and advancement of new media technologies and communications.

The SON Web Team works closely with appropriate faculty, staff and departments to maintain and improve various sections of the website. The Web Communications Manager (WCM) is responsible for reviewing site content every year and beginning the revision process. The WCM is also responsible for reviewing and approving web page edits prior to publishing.

**The yearly review process is as follows:**

- **September** - Faculty Pages/Directory
- **October** - Current Students, Faculty/Staff Sections
- **November** – Research Section
- **December** – Research Projects/Publications
- **January** – About Us, Diversity Sections
- **February** - Newsroom
- **March** – Student Support, ITS Sections
- **April** – Clinical Services
- **May** – Info For: Alumni/Preceptors Section
- **June** – Academic Program Section
- **July** – Admissions/Financial Aid Section
- **August** – Home

**Notification Process**

Responsibilities for faculty/staff include communicating any necessary updates to assigned pages. Submit change requests to **webmaster@son.rochester.edu**. The Web Communications Manager or Web Developer (as appropriate) will work with you on the request.
Responsibilities are as follows:

<table>
<thead>
<tr>
<th>Website Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Website Section</strong></td>
</tr>
<tr>
<td>Home</td>
</tr>
<tr>
<td><strong>Academic Program Section</strong></td>
</tr>
<tr>
<td><strong>Admissions Section</strong></td>
</tr>
<tr>
<td>Financial Aid Pages</td>
</tr>
<tr>
<td>Other Scholarship Opportunities</td>
</tr>
<tr>
<td><strong>Research Section</strong></td>
</tr>
<tr>
<td><strong>Postdoctoral Fellowships</strong></td>
</tr>
<tr>
<td><strong>Research Resources</strong></td>
</tr>
<tr>
<td>Center for Research Support</td>
</tr>
<tr>
<td>CRIT</td>
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<tr>
<td>Center for Aging</td>
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<tr>
<td>Biobehavioral Lab</td>
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<tr>
<td><strong>Research Projects</strong></td>
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<tr>
<td><strong>Research Publications</strong></td>
</tr>
<tr>
<td><strong>Research Faculty pages</strong></td>
</tr>
<tr>
<td><strong>About Us Section</strong></td>
</tr>
<tr>
<td>Message from the Dean</td>
</tr>
<tr>
<td><strong>Newsroom</strong></td>
</tr>
<tr>
<td>UR Nursing Magazine</td>
</tr>
<tr>
<td>Nursing Newsletter</td>
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<tr>
<td>Research Newsletter</td>
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<tr>
<td><strong>Student Support Section</strong></td>
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<tr>
<td>CERC</td>
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<td>CAPS</td>
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<td>--------------------------</td>
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<tr>
<td>Online Learning</td>
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<tr>
<td>Simulation Page</td>
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<tr>
<td>Diversity</td>
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</table>

**Clinical Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>Coordinator</th>
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</thead>
<tbody>
<tr>
<td>Employee Health &amp; Wellness</td>
<td>CEO, Communications</td>
</tr>
<tr>
<td>School-Based Health Centers</td>
<td>SBHC Director</td>
</tr>
<tr>
<td>Flu Initiative</td>
<td>Director</td>
</tr>
<tr>
<td>Passport Health</td>
<td>Passport Health Clinical Director</td>
</tr>
</tbody>
</table>

**Join Our Faculty**

<table>
<thead>
<tr>
<th>Role</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>HR Coordinator</td>
<td>HR Coordinator</td>
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</table>

**Current Students**

<table>
<thead>
<tr>
<th>Component</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td>Admissions Director</td>
</tr>
<tr>
<td>Course Catalog</td>
<td>Registrar</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>AA for Faculty Meeting</td>
</tr>
<tr>
<td>Course Registration</td>
<td>Registrar</td>
</tr>
<tr>
<td>Course Schedules</td>
<td>Registrar, Admissions</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>Admissions Director</td>
</tr>
<tr>
<td>Forms</td>
<td>Admissions</td>
</tr>
</tbody>
</table>

**Student Organizations:**

1. LIFT
2. Doctoral Student Forum
3. Sigma Theta Tau

<table>
<thead>
<tr>
<th>Organization</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LIFT staff adviser</td>
<td>LIFT staff adviser</td>
</tr>
<tr>
<td>2. Doctoral Program Director</td>
<td>Doctoral Program Director</td>
</tr>
<tr>
<td>3. STTI President</td>
<td>STTI President</td>
</tr>
</tbody>
</table>

**Student Awards**

(Special Doctoral Student Recognition Awards – Doctoral Program Office)

<table>
<thead>
<tr>
<th>Category</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Admissions</td>
</tr>
</tbody>
</table>

**Faculty and Staff**

<table>
<thead>
<tr>
<th>Team</th>
<th>Faculty &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON Web/Communications</td>
<td>Faculty &amp; Staff</td>
</tr>
</tbody>
</table>

**Alumni Section**

<table>
<thead>
<tr>
<th>Team</th>
<th>Advancement and Alumni Relations Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancement and Alumni Relations</td>
<td>Advancement and Alumni Relations</td>
</tr>
</tbody>
</table>

**Preceptor**

<table>
<thead>
<tr>
<th>Program Director</th>
<th>Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor Coordinator, NP</td>
<td>Preceptor Coordinator, NP</td>
</tr>
</tbody>
</table>

**ITS Section**

<table>
<thead>
<tr>
<th>IT Director/Associate</th>
<th>IT Director/Associate</th>
</tr>
</thead>
</table>
V. **EDUCATION**

A. **GUIDELINES FOR DISSEMINATION OF CURRICULAR CHANGES APPROVED BY NEW YORK STATE**

**COMMUNICATION FROM NYSDOE**

↓

**PROVOST OFFICE**

↓

**ASSOCIATE DEAN FOR EDUCATION AND STUDENT AFFAIRS**

1. Notifies all Program Directors
   - Change Program Plans
   - Post to G: Public
   - Notify Faculty as appropriate

2. Notifies Director of Admissions
   - Change Student Handbook
   - Change applications (online and hardcopy)
   - Communicate with marketing
   - Informs SON Registrar

3. Notifies Webmaster
   - Updates Web

4. Notifies Public Relations
   - Makes formal notification to public as appropriate

5. Notifies Administrative Assistant for Associate Dean for Education and Student Affairs to place all approved documents in G: Public
B. GUIDELINES FOR DISSEMINATION OF COURSE CHANGES TO COURSE CATALOG DATABASE

Guidelines for Dissemination of Course Changes to Course Catalog Database

Changes to Course Information Generates a New Course Form or Course Revision Form

(Changes may include: Course Inactive or Active, New Course, Course Title, Credit Hours, Didactic Hours, Prerequisite/Corequisites, Description, Bookstore Link, Syllabus (for Fast Track courses only), Student Learning Outcomes (formerly course objectives)

Subcommittee(s) ->

Curriculum committee (may go back if not approved) ->

Faculty for discussion (may go back if not approved) ->

Once approved, AA for Faculty Meeting (Karen) will liaise with the Associate Dean for Student Affairs (and program directors as needed) to check that NYS approval is not needed before we can share with the public. AA will then:

1. Update Course Information in SON DB if only faculty approval is needed
2. Wait until NYS approval, (Associate Dean for Student Affairs should notify AA) then update SON DB system
SON DB System automatically notifies Registrar (Andrea), Associate Dean for Student Affairs, (Lydia) and Beth Flanders by email once change has been made. The website’s Course Catalog will be updated automatically.

EXCEPTIONS:

Elective Courses that are removed or inactive do not need to go through above committee approval process. Therefore, if electives need to be removed from Course Catalog, those responsible (Sue Ciurzynski, Margaret Carno, Craig Sellers) should send changes by email at webmaster@son.rochester.edu to be updated in online Course Catalog.

Created: 5/17
<table>
<thead>
<tr>
<th>The goals of the Baccalaureate Program are to prepare Registered Professional Nurses who:</th>
<th>After successful completion of the Baccalaureate program, the graduate will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Are capable of independent and collaborative problem-solving, decision-making, and the delivery and coordination of care to meet a wide range of client health care needs.</td>
<td>1. Integrate knowledge from the humanities, natural sciences and social sciences in the practice of professional nursing.</td>
</tr>
<tr>
<td></td>
<td>2. Provide patient-centered care that is respectful of differences, values and expressed needs; involves patients in decision making; is coordinated; and promotes optimal health.</td>
</tr>
<tr>
<td></td>
<td>3. Practice in a safe, caring, responsible and accountable manner in accordance with professional ethics and acceptable standards of nursing practice.</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate skills in critical thinking and decision making in the use of the nursing process with individuals, families, groups and communities experiencing complex health problems.</td>
</tr>
<tr>
<td></td>
<td>5. Demonstrate skill in interdisciplinary collaboration and delegation in designing, managing and coordinating health care of individuals, families and groups.</td>
</tr>
<tr>
<td></td>
<td>6. Use quality improvement principles and information technology to communicate and manage knowledge, prevent errors and support decision making to improve patient outcomes.</td>
</tr>
<tr>
<td></td>
<td>7. Apply appropriate knowledge of wellness and health problems, including risk factors, in planning and providing comprehensive patient-centered care to individuals and groups.</td>
</tr>
<tr>
<td></td>
<td>8. Evaluate the effectiveness of care for individuals and groups using informatics and quality improvement principles for purposes of improving care, assuring patient safety and maximization of outcomes.</td>
</tr>
<tr>
<td>II. Contribute to excellence in nursing care by scholarly contributions through participating in the discovery, integration, and application of research.</td>
<td>1. Integrate best evidence with clinical expertise and patient values for optimum care.</td>
</tr>
<tr>
<td>III. Engage in activities to promote self-awareness and self-growth in the practice of nursing.</td>
<td>1. Develop goals that reflect a commitment to professional development, lifelong learning and scholarship.</td>
</tr>
</tbody>
</table>

Approved by Undergraduate Subcommittee 4/07, Approved by Curriculum Committee and Faculty 5/07
LEADERSHIP IN HEALTH CARE SYSTEMS PROGRAMS – GOALS AND OBJECTIVES

The interdisciplinary Leadership in Health Care Systems (LHCS) programs expand the Unification Model of the School of Nursing. Leaders at all levels, in every health care arena, need to recognize the interdependence of practice, education, and research for transforming health care delivery systems. The emphasis in the LHCS programs is on preparing leaders to add value to health care, to promote healthier communities, and to improve the effectiveness of complex health care systems.

The goals of the MS Leadership in Health Care Systems Programs are to prepare Health Care Leaders to:

<table>
<thead>
<tr>
<th>The goals of the MS Leadership in Health Care Systems Programs are to prepare Health Care Leaders to:</th>
<th>After successful completion of the MS Leadership in Health Care Systems Programs, the graduate will be able to:</th>
</tr>
</thead>
</table>
| I. Provide strategic and sustained direction, clear and visible values, and organizational environments that foster continuous improvement and enable success. | 1. Explain core values and a shared vision for prioritizing population health needs and for expecting interprofessional teams and complex health care systems to meet those needs  
2. Lead health care system change to achieve measurable improvements in health outcomes and well being for recipients of health care  
3. Manage financial and budget information to ensure stewardship of health care and community resources  
4. Integrate cultural knowledge in relationships, infrastructures, and policies to respect the diversity of recipients of health care from local to global arenas  
5. Employ information technology to communicate, manage knowledge, make decisions, and reduce errors |
| II. Catalyze commitment to evidence-based practice and purposeful inquiry that generates new understandings of health and complex health care systems. | 1. Synthesize the ever expanding evidence base to ensure the delivery of high quality and safe health care  
2. Apply theory, best evidence, and robust methods to systems thinking and decision-making |
| III. Create environments that foster innovation and continuous learning. | 1. Design information systems to enhance education and to assess the effectiveness of health care professionals, teams, and complex health care systems  
2. Support productive dialogue and building relationships to foster individual growth and team and organizational learning |

Approved by Curriculum Committee and Faculty 5/06
# NURSE PRACTITIONER MASTER’S PROGRAM GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th>The Goals of the Master’s Nurse Practitioner Programs are to prepare providers who:</th>
<th>After successful completion of the Master’s Nurse Practitioner Program, the graduate will be able to:</th>
</tr>
</thead>
</table>
| I. Base clinical care, decision-making, and clinical services on scientific evidence which is grounded in careful analysis of the unique needs of the individual, group or population | 1. Integrate theory and research into interdisciplinary practice that is patient centered and culturally competent.  
2. Demonstrate clinical competence in a specialty that is grounded in the principles of ethical advanced nursing practice.  
3. Use information technology and informatics to advance safe and effective advanced nursing care.  
4. Lead evidence based initiatives to improve patient outcomes. |
| II. Are actively engaged in scholarship through the clinical application of existing knowledge the generation and dissemination of new clinical knowledge. | 1. Critically analyze problems (clinical, systems, public policy and professional practice) to develop innovative solutions.  
2. Apply strategies (including best practice initiatives, performance improvement, quality assurance activities) to improve patient care and health systems.  
3. Apply principles of leadership, including participation in professional organizations, to shape policies that affect health care, education, practice and research.  
4. Advocate effectively for self, patients and the profession. |
| III. Maintain competence in their specialty through formal and informal educational opportunities, specialty certification and who promote the ongoing education of others. | 1. Develop professional goals that reflect a commitment to professional development, lifelong learning and scholarship.  
2. Participate in the education of others.  
3. Facilitate the professional advancement of others. |

Approved by Masters NP Sub-Committee and Curriculum Committee in 4/07 and by Faculty 5/07
# PHD PROGRAM GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th>The goals of the PhD Program are to prepare:</th>
<th>After successful completion of the PhD Program, the graduate will be able to:</th>
</tr>
</thead>
</table>
| I. Scholars who develop and refine the evidence base for culturally congruent collaborative health care of individuals, groups, and populations. | 1. Critique, synthesize, and apply theory and research evidence on clinically relevant issues and problems.  
2. Articulate the contributions of the graduate’s own research and that of his/her discipline. |
| II. Scientists who design, conduct, and critique research for the improvement of health care and the advancement of theory and practice. | 1. Design, execute, and disseminate clinical research that is:  
   - Rigorous  
   - Ethical  
   - Theoretically congruent  
   - Clinically and socially significant |
| III. Leaders and mentors who contribute to the dissemination, teaching, and advancement of research in academic and clinical settings and in national and international arenas. | 1. Demonstrate progression toward a leadership role in health science research, education, and policy.  
2. Recognize importance of mentoring students and facilitating professional advancement of colleagues in clinical and educational settings.  
3. Disseminate information through scholarly presentations and publications to promote the growth of the profession. |

*Approved by PhD Program Subcommittee and Curriculum Committee 4/06, and by Faculty 5/06*
DOCTOR OF NURSING PRACTICE PROGRAM GOALS AND OBJECTIVES

<table>
<thead>
<tr>
<th>The goals of the DNP program are to prepare:</th>
<th>After successful completion of the DNP program, the graduate will be able to:</th>
</tr>
</thead>
</table>
| I. Clinical leaders who, with their developing expertise in critical thinking and ethical decision making, provide care that is evidence-based, culturally congruent, collaborative and interdisciplinary for diverse individuals, groups, and population; value and respect diversity; practice nursing in a culturally sensitive manner. | 1. Lead the delivery and evaluation of high quality, evidence-based, and patient-centered care.  
2. Organize interprofessional and intraprofessional teams to improve patient and population health outcomes.  
3. Integrate information technology into the management, application, and evaluation of new knowledge in the support and improvement of patient care and care systems.  
4. Advocate for quality health care via political activism and policy change. |
| II. Nurse leaders who, with their developing knowledge and skills, participate in research for the improvement of health care and the advancement of science, practice, and education. | 1. Provide organizational and systems leadership for quality improvement and systems thinking  
2. Synthesize research findings to develop and/or refine practice guidelines that improve practice and the practice environment  
3. Design and implement processes to evaluate outcomes of practice and systems of care |
| III. Clinical scholars who are prepared to engage in lifelong learning and teaching. | 1. Mentor students and clinicians in professional settings  
2. Disseminate clinical knowledge through presentations and publications |

Approved by Curriculum Committee and Faculty September, 2006
D. POLICIES AND PROCEDURES-INSTRUCTION

1. **Instructor Access**

Instructors in the School of Nursing can access information about their courses, for the current and prior semesters back to fall of 1984, directly from the University student information system. The information that professors can access on-line includes: class meeting times and room assignments, section caps, section enrollments, entire class rosters, enrolled students, pictures of enrolled students, and drops/adds/withdrawals since a specified date. Instructors can access this system via the Instructor Access tab in Blackboard.

2. **Adviser Access**

School of Nursing advisers can view the academic records of their advisees on-line. This system permits advisers to access their advisees’ current registration status, schedule, in-term phone number, mail address, complete academic history, and hold information. The link to the Adviser Access is found in Blackboard.

3. **Course Schedule and Course Descriptions**

The complete and up-to-date course schedule and course descriptions are available on-line at the University of Rochester School of Nursing Home Page (www.son.rochester.edu). Prerequisites are listed in the Student Handbook.

4. **On-line Grading**

Professors are required to use the “Instructor Access-Grading” system for grade submission in all of their courses. The link to Instructor Access is found in Blackboard. A letter grade is required. A student’s grade is not officially posted until grades have been submitted to the Registrar via Instructor Access.

5. **Use of APA Format**

Writing Skills: Expectations of the Faculty Regarding the Quality of Student Papers and Use of APA Formatting Guidelines

Faculty members expect that all required papers prepared by students will be carefully typed (double spaced) and proofread before submission. Papers are expected to be well written in terms of logical composition, grammar, and spelling. Properly citing referenced material, both paraphrased content and direct quotations, is essential to satisfactorily complete written assignments in the School of Nursing. Failure to follow these basic requirements may subject a student to censure. If a faculty member judges that a paper does not meet these basic standards of writing, the paper may be returned to the student ungraded and the student may be required, at the faculty member's discretion, to rewrite the paper before it is graded for content. Additionally, at the faculty member's discretion, the final grade of the revised paper may be adjusted downward. Most importantly, a charge of academic misconduct for plagiarism may be made by a faculty member for failure to give credit to sources used (see section in this Handbook on “Professional and Academic Honesty” for details of the policy). Any policies about seeking ungraded critique, grading, and rewriting papers are determined by individual course faculty and described in each course syllabus.
APA formatting for papers and reference citations (both in-text and in the references list) written for course work in the SON must comply with current APA format, unless directed otherwise by a faculty member. Students are encouraged to purchase a copy of the most current version of the *Publication Manual of the American Psychological Association* (APA) for reference (see full citation below). Resources for students are available at the CERC and via Blackboard. At a minimum, students are expected to adhere to the following APA guidelines for submitting papers at the SON:

- Title page includes:
  - Running head: AND A BRIEF TITLE (ALL IN CAPS)
  - Full title of the paper (Centered upper half of page, Upper and Lower Case)
  - Author name and affiliation
- Brief title is on all subsequent pages, upper left-hand corner, except for page 1 (this is the same phrase as the Running head). Place in the header section of the paper.
- Page number goes in the upper right-hand corner on all pages (title page starts with 1), also place in the header section.
- Repeat the Full Title of the Paper at the top of the first page of text (titles are NOT considered headings; Centered, Upper and Lower Case, NOT bolded)
- Abstract (optional, only if required by faculty) goes on a separate page
- Headings and subheadings used appropriately throughout manuscript
- 1” margins at top, bottom, right, and left on every page; only left margin is justified
- 12 pitch serif font (e.g., Times New Roman [this typeface], Book Antiqua)
- Manuscript double spaced throughout
- Citations for all ideas, quotations, and references used
- Citations in correct format in manuscript text (Author, date)
- Direct quotations identified by quotation marks or indented blocks (if >39 words)
- Citation and page number given for all direct quotations (Smith, 2006, p. 159)
- Abbreviations and numbers use APA style
- Direct quotations are used sparingly – focus on *paraphrasing* and *synthesis* of ideas
- Language does not introduce bias (gender, age, ethnicity, sexual orientation, etc.)
- References in required format, on a separate page, labeled: References (not bolded)
- References are double spaced
- Tables and figures follow APA format

Detailed information on use of these requirements is included in the *APA Manual*. An additional reference is *A Writer’s Reference* (see full citation below). This book includes a helpful guide to academic writing, sentence structure, grammar, and punctuation. Faculty may specify additional APA formatting requirements by including such information in their course syllabus.

Students are also advised to use a contemporary dictionary and thesaurus, and a manual on writing skills when preparing papers. For example, *The Elements of Style*, by William Strunk, Jr. and E. B. White (citation below), is an excellent reference that students may wish to use. Other writing resources include:

- Purdue Online Writing Lab (“OWL”): [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
- Merriam-Webster Online Dictionary and Thesaurus: [http://www.merriam-webster.cm/](http://www.merriam-webster.cm/)
- Oxford English Dictionary online version is available through E. G. Miner Library.
Students who anticipate, or are experiencing, difficulty in writing should promptly discuss their concerns with their course faculty. Students may also consult their academic advisor or the CAPS program regarding available resources, including a writing tutor and additional course support.

**APA Citations for texts noted above:**


6. **Process of Obtaining Copyright Permission**

   It is the responsibility of faculty to determine which works require copyright permission. Refer to the following flowchart:

   1. Begin by checking the e-journals (http://www.urmc.rochester.edu/hslt/miner/ejournals/) and the e-books list: (http://www.urmc.rochester.edu/hslt/miner/journals_and_books/ebooks.cfm) on Miner Online to determine if the article or book is available online. Make sure that the year you need for the journal article is included in the e-subscription.

   2. If the journal article is available electronically through Miner Library, no fair use analysis is necessary.

   3. If a book chapter is part of an e-book that is available on Miner Online, Miner will provide a link. Links to e-books do not require fair use analysis and no copyright fees need to be paid.

   4. If the article/book chapter is not available electronically on Miner Online, a copy will need to be obtained and submitted to Miner Library for e-reserves. For these materials copyright compliance and a fair use analysis is required. The University of Rochester acknowledges and encourages the appropriate use (i.e., reproduction, distribution, performance, and display) of copyrighted works and materials for teaching, scholarship, and research purposes consistent with federal copyright law and under the standards for fair use. Given both the importance of complying with federal copyright law and the difficulty of determining fair use, the University’s copyright and fair use policy provides guidance on the use of the work of others as well as links to copyright and fair use resources. (Please refer to http://www.lib.rochester.edu/copyright/.)

7. **Clinical Sites, Process For Requesting and Confirming Clinical Sites, New Clinical Experiences**

   **Clinical Sites**

   Clinical learning experiences for undergraduate and/or graduate students take place both on-campus at the University of Rochester Medical Center and off-campus. These experiences include direct supervision (groups of students with a faculty member present), 1:1 modified precepted experiences by faculty not on site and available by pager or cell phone, and 1:1 precepted experiences by Community Preceptors, Adjunct and Clinical faculty. All arrangements for clinical placements, whether on-campus or off-campus, are made through the School of
Nursing Clinical Site and Preceptor Coordinator (CSPC). For all non-University of Rochester affiliated clinical experiences, a written formal agreement must be in place before the clinical experience begins.

**Faculty Responsible for Supervising Accelerated Students**

Faculty responsible for clinical teaching within the Accelerated Program must attend a mandatory faculty orientation offered by the affiliating clinical site. It is also an expectation that faculty will orient to the clinical unit(s) where they have students and will meet all agency specific competencies by the date established by the clinical agency. Additional time may be needed and is negotiated through that unit(s) Nurse Manager. Faculty must make sure they are in compliance with the Agency's policies and procedures, CPR requirements, mandatory annual reviews, health clearances, etc. Faculty, in conjunction with the course coordinators, are also responsible for ensuring that the clinical site is adequate to meet the student’s clinical objectives.

**Clinical Placement Guidelines for the Masters NP Program**

1. It is the Specialty Director’s and Course Coordinators responsibility to assure each student is placed in a clinical site that provides opportunity for the student to achieve the course clinical objectives and ensures that all placements and preceptors utilized are appropriate for program of study. Moreover, the Specialty Director must assure each student receives comprehensive experience over the course of his/her program.

2. Recognizing that many students have specific career goals, student preference for clinical placement is one of many factors considered when clinical site/preceptor assignments are made. Please keep in mind that it is the responsibility of the School of Nursing to assure that graduating students are competent in the full range of skills standard to the performance of the chosen specialty role. Clinical placements will be determined based on the requirements of the program in which the student is enrolled.

3. The School of Nursing Clinical Site and Preceptor Coordinator, in conjunction with the Specialty Program Directors and Course Coordinators contact all clinical preceptors to arrange assignments. Students are not permitted to contact potential clinical preceptors to arrange clinical placements. All inquiries related to placements should go through the Specialty Program Director and Course Coordinators.

**New Clinical Sites/Preceptors**

1. Faculty are expected to assist in the identification of new potential clinical sites/preceptors and provide information to the CSPC.
2. New agreements will be initiated and confirmed by the CSPC (see Section V.C.9).
3. Certificates of Insurance will be requested from the Office of Counsel prior to the start of the spring semester for the next calendar year or as required throughout the year by the CSPC.

**Clinical Site Evaluation**

All evaluation forms must be included in each clinical course syllabus or in Blackboard and completed by the end of each semester by the students, preceptors, and the faculty.
Process for Requesting and Confirming Clinical Sites:

At the beginning of the preceding semester, Clinical Site and Preceptor Coordinator (CSPC) provides Course Coordinators (CC) an up-to-date list of potential preceptors from the Preceptor Database.

Previous January for Fall and Summer and September for Spring: Course Coordinators (CC) survey the students coming into the course using the Clinical Site Request Survey Form (see next page).

CSPC reviews preceptor lists for overlap and returns to CC if necessary, e.g., different courses request same site/preceptor.

CSPC compiles lists for URMC Education Coordinator and makes individual phone calls/sends emails to identify preceptors outside URMC.

CSPC compiles request lists for URMC affiliated schools coordinator to confirm preceptors are internally approved. URMC affiliated schools coordinator will verify if ok to proceed contacting internal preceptors.

CSPC confirms sites/preceptors, verifies hours available and meets weekly with the CC to begin matching placements.

Once the CC matches students to sites/preceptors, the CSPC will send a confirmation letter to each preceptor. Letter must include dates when students may be in clinical, number of clinical hours required, copy of clinical objectives and timelines for preceptor evaluations. For Accelerated Program, CC submits materials to Program Administrative Assistant (AA) for distribution.

CSPC works with the clinical sites and students to make sure any documentation or clinical site requirements are completed prior to the student’s start of clinical.
University of Rochester School of Nursing
Clinical Site Request Survey

DUE TO [insert faculty name(s)] by DAY [insert date]

Student Name: Include middle initial
__________________________________________

Current Address: [where you will receive info about your clinical sites]
__________________________________________

Home Phone: ____________________________
Cell Phone: ____________________________
Work Phone: ____________________________

Email Address: URMC global (please note we will use ONLY your URMC e-mail address for communication)

SPECIFY: If you have identified a potential preceptor, please provide their name, clinical location, and all other information you have, e.g., telephone, address. We will contact them as a potential new preceptor.

• Where do you currently work? (facility and unit/specialty):

• Have you completed any eRecord training as an RN at Strong Health? (mark ALL that apply)
  □ NO training (I work outside of the Strong Health System
  □ READ ONLY training
  □ RN training ONLY
  □ NP Student Provider training already completed
    □ Inpatient training
    □ Ambulatory training
  □ ED Student Provider training already completed
  □ For PMC students only, I am already trained as an NP provider

• Do you speak a language in addition to English? (Specify the language)

  How fluent are you? (circle one)
  □ Basic/conversational
  □ Fluent
  □ Native

  I speak only English?

Rank order your preferences for Spring semester clinical placements. Specify whether you are interested in staying with your present preceptor(s)/clinical site(s), if applicable – no guarantees, of course.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Student Signature: ____________________________ Date: ____________________________
8. **Preceptor Coordination**

Preceptor coordination is a collaborative effort among the Clinical Site and Preceptor Coordinator (CSPC), Course Coordinators (CC), Specialty and Program Directors. The duties of the CSPC include the following:

1. Establish and maintain relationships with agencies, preceptors and faculty.
2. Request and confirm clinical sites.
3. Confirm availability of clinical sites for each semester and communicate specific site requirements.
4. Maintain record of sites and preceptors contacted.
5. Maintain the database of preceptors and clinical sites.
6. Assure that a clinical site memorandum of agreement is established with all non-University of Rochester agencies and kept up-to-date.
7. Obtain Certificate of Insurance.
8. Ensure compliance with site requirements.
9. Generate reports of clinical sites being utilized by courses each semester.
10. Facilitate Clinical Associate and Adjunct Faculty appointments.
11. Participate in planning the preceptor workshop(s).
12. Track continuing education coupons earned by preceptors.
13. Provide documentation to preceptors about the number of hours they have precepted.
14. Maintain preceptor file to include copy of CV, NP license, and any certifications.

CC, in collaboration with specialty and program directors:

1. Assess the appropriateness of new clinical sites.
2. Make final decisions about clinical placements.
3. Monitor and evaluate students’ clinical progress.
4. Maintain contact with preceptors.
5. Arrange for Clinical Site visit and document visit using form “Clinical Site Visit and Assessment” provided by the CSPC.

9. **Clinical Site Agreements**

The procedure for initiating agreements with a possible site for student clinical experiences and the mechanisms for finalizing formal arrangements between the University and an off-campus site are standardized. The CSPC oversees the process for establishing the formal agreement for clinical experience.

The "Memorandum of Agreement" is co-signed by the appropriate administrators of the agency and the Associate Dean for Education and Student Affairs. This agreement, which is not semester or course-specific, is subject to annual review, and may be honored for 5 years. The Office of Legal Affairs reviews and approves any agreement that is not the University of Rochester's standard agreement before it is signed by the Associate Dean for Education and Student Affairs. If a "Memorandum of Agreement" is on file, a letter to the appropriate agency professional, signed by the Course Coordinator, is sufficient for confirming arrangements for an on-site experience of a designated duration during a semester.
10. **Process for Establishing New Agreements**

“Memorandum of Agreement, Clinical Experience in Nursing for Students”

- Two originals of the agreement and a cover letter will be prepared in the Office of the Associate Dean for Education and Student Affairs, signed and sent to the agency for signature.
- The agency returns one of the signed agreements and a copy of their Certificate of Insurance to the Office of Education and Student Affairs. They keep the second copy for their records.
- If the agency returns the contract with significant changes, the agreement must be forwarded to Legal Affairs for review and approval.
- A Certificate of Insurance will be sent to the agency after the final agreement is received.
- A copy of the contract and Certificate of Insurance will be retained on file in the School of Nursing’s Clinical Site and Preceptor Coordinator Office.

11. **Expectations for Teaching a Course - General**

*Faculty cannot change date/times for classes unless approved through the Associate Dean for Education and Student Affairs.*

1. Review course evaluations and course summaries from preceding offering.
2. Determine course textbook(s) or other materials and order from SMH bookstore. (An instructor copy may be available for the course. The Program AA can help facilitate this process). When multiple faculty are assigned to a course they should have input into selecting the text, etc. Selection of textbooks should be coordinated across courses to maximize use in other courses.
3. Develop or revise course syllabus as outlined in V.12. The full faculty approves course title, number of credits, course description, student learning outcomes and prerequisites. Any changes to these must be approved by the appropriate program subcommittee, Curriculum Committee and faculty.
   Course planning should include:
   a) determine methods of teaching, assignments, and evaluation
   b) develop class schedule and content
   c) develop or revise class (not course) student learning outcomes
   d) update readings for classes according to most current knowledge
   e) develop or revise guidelines for assigned work
   f) arrange to have syllabus placed on Blackboard and G: public.
4. Room scheduling in completed prior to the semester. Any request for room changes or additions must be submitted to the HWH room scheduler.
5. Place recommended and required course texts and articles on reserve (including copies of the required texts) in the Miner library or CERC. Electronic reserves are also handled by Miner Library. The librarian who has responsibility for reserve books can be reached by calling x53361. Please allow 6-8 weeks if the library needs to purchase the required text(s). See Section V.6 for Copyright Clearance.
6. Arrangements for guest lecturer(s) include:
   a) Contacting guest lecturer to facilitate scheduling.
   b) Writing letter of plan, sending any needed materials, parking instructions if needed, letters of appreciation to lecturers with copy to supervisors.
   c) Sending thank you letter post presentation with copy to supervisor; may include student evaluations of lecture.
7. If you have a Teaching Assistant, negotiate responsibilities and timing.
8. Ensure that registered students have information about prerequisites and co-requisites through inclusion on the syllabus.
9. Attend to student questions regarding course, classes, and assignments.
10. Teach using multiple teaching modalities.
11. Grade assignments, including class participation, if relevant.
12. Record grades electronically through Bb Grade Center.
13. Send Academic Alerts as needed. This is an opportunity to let students know they are at risk for failing the course/clinical, to document officially that risk, and to let the student's academic advisor know of a potential need for student advisement or remediation.
14. Write examinations as needed.
15. Compile and enter final grades on time.
16. Report any case of suspected academic dishonesty, including plagiarism, to the Associate Dean for Education and Student Affairs (see “Procedures for Dealing with Suspected Professional and/or Academic Misconduct” in the SON Student Handbook).
17. Undergraduate courses - maintain contact with other Course Coordinators and Program Directors for scheduling of examinations and assignments, and choice of required texts.
18. Encourage students to complete course evaluations and teaching effectiveness surveys through Blackboard, summarize data, and share with guest lecturers as appropriate.
19. Post weekly office hours in the course syllabus; meet with students as needed.
20. Arrange labs as appropriate.
21. Ensure compliance with mandatory health and direct supervision requirements for faculty.
22. In case of an emergency, Course Coordinator works with Program Director and/or Associate Dean for Education and Student Affairs to arrange necessary coverage.

a. Retention and Transfer of Nursing Course Materials

Policy
At the conclusion of the semester in which a course has been taught, the School of Nursing will retain the following materials:
1. The final course syllabus
2. A list of required and recommended texts and references
3. Examinations
4. Guidelines outlining student expectations for completing assignments
5. Laboratory guidelines
6. A personal evaluation of course operations, including context relevant to course evaluations by students and recommendations for operational changes in future semesters
7. Includes an outstanding sample paper

Procedures
1. In all cases:
   - The final course syllabus (see #1 in Policy) should be sent to the identified program administrative assistant to be posted on G:Public.
   - If changes in required syllabus elements (e.g., objectives description, credits, content) are thought to be needed, this should be brought to the attention of the appropriate Program Director.
   - A faculty course summary must be submitted at the end of the semester to include evaluation of each element of the syllabus (e.g., course description, objectives, assignments, and need for changes to readings or text). The evaluation should be
submitted to the Office of Evaluation, along with a sample paper for the accreditation file and test or student work.

2. When faculty complete a course that they will be teaching again the next time it is offered, materials listed in numbers 2-5 in the policy should be retained in the faculty member’s office.

3. When faculty who are remaining at the school are transferring a course to another SON faculty member, materials listed in numbers 2-5 in the policy should be transferred to the new teaching faculty.

4. If faculty have been using textbooks or other special materials owned by the School of Nursing these should also be transferred.

5. Faculty who are leaving the School of Nursing should submit all of the above materials, including SON owned texts, AV materials, etc., to the Academic Affairs office.

6. Transfer of detailed course materials (e.g., lecture notes, handout masters) is left to the discretion of the individual faculty member.

b. Course Coordination - Clinical Sites with Preceptors
   (in addition to general teaching responsibilities)

1. The Course Coordinator is responsible for determining that clinical sites are an appropriate and effective means for students to meet the objectives. The Clinical Site and Preceptor Coordinator (CSPC) works with the Office of Student Affairs to verify the student is compliant with their health records and other clinical site documentation and will inform faculty of students who are non-compliant for follow up.

2. Course Coordinators will regularly meet with the CSPC to identify preceptors. See Process for requesting and confirming clinical sites/preceptors.

3. The Course Coordinators will work with the CSPC to confirm clinical sites/preceptor placements according to the timeline established in Section V.C.7.

The Course Coordinator’s responsibilities regarding clinical placements are as follows:
   a) Assign students to clinical sites/preceptors.
   b) Provide syllabus, clinical objectives and expectations, timelines for clinical experiences, and appropriate evaluation forms to students and preceptors (see Section V.C.11.d).
   c) Monitor student site/preceptor interactions. Request mid-term and final evaluations from site/preceptors. Work with preceptor or clinical instructor and students when problems are identified.
   d) Intervene as needed and keep Program Directors, Clinical Instructors, and CSPC informed, if difficulties arise.
   e) Submit final clinical documentation. Preceptor evaluation of student and Clinical Hours documentation should be submitted to the Student Affairs Office. Student evaluation of preceptor and clinical site evaluation should be submitted to the CSPC.
   f) Send thank you letters, generated by the CSPC, at the end of semester, as appropriate may include student evaluations of site/preceptor.

4. For courses with labs, arrange students’ laboratory assignments. Notify students of these assignments.

5. At least once a semester the Course Coordinator or Clinical Course Coordinator contacts clinical preceptors/supervisors to: answer questions, clarify issues, get input about teaching methods, and assure clinical objectives are being met.

6. Conducts a Clinical Site Visit.

7. Reviews clinical sites and preceptor evaluations. Includes information in course summary. MS faculty and APNN faculty as indicated turn in hard copies to program office.
8. Notify CSPC/Program Director if an agency institutes new expectations that affect student or faculty activities.
9. Orient new clinical faculty to SON, course, and students.
10. Ensure consistent clinical grading.
11. Ensure that academic warnings are filed as appropriate.
12. Notify appropriate Program Director and CSPC of any student clinical related injury or incidents that require completing an “Incident Report” at the clinical site. A copy of the incident report will be provided to the Program Director, CSPC, and Associate Dean for Education and Student Affairs. The individual institution’s policies also should be followed.

c. **Course Coordination-Site Visits**

Course Coordinators are responsible for ensuring that a clinical site visit with the preceptor is conducted at least once during the semester. A report from that visit will be kept in the clinical site files located in the CSPC’s office (Clinical Site Visit and Assessment Form to be used for documentation).

Requirements: All clinical sites where students are placed for supervised specialty (AGACNP, AGPNP, PNP, FNP, and FPMH NP) experiences will be visited each semester by a designated faculty who is (preferentially) certified in that specialty. The purpose of the visit is to assess the adequacy of the site in meeting the clinical course objectives, to assess the quality of the student experience, and to evaluate student performance. Faculty who will be doing the visits are assigned to clinical courses by the Associate Dean for Education and Student Affairs. Often the faculty site visitor is the course coordinator and/or faculty assigned to the course.

**Process:**

1. The faculty site visitor (course coordinator/course faculty) contacts the Clinical Site and Preceptor Coordinator (CSPC) in the Office of Education and Student Affairs to obtain a list of clinical sites assigned for courses in their specialty. The CSPC initiates a Clinical Site Visit and Assessment Form for each site by completing the areas marked with an *.
2. The faculty site visitor (course coordinator/course faculty) contacts the clinical site and establishes, in collaboration with the assigned clinical preceptor and student, a mutually agreeable date for a site visit.
3. The faculty site visitor visits the site and completes/updates the evaluation form.
4. The faculty site visitors assure completion of all site visits each semester.
5. Once all site visits are completed for a course, the evaluations are reviewed by the course coordinator. Any issues or concerns identified are discussed within the specialty program. If appropriate, information about the site is entered into the database kept by the CSPC in the Office of Education and Student Affairs.
6. The course coordinator delivers completed evaluation forms for the course to the CSPC where they are logged and kept on file.
7. The CSPC updates the Preceptor Database using the information on the front sheets.
8. The CSPC logs completion of the site visit once forms are submitted.
University of Rochester  
School of Nursing  
Master’s NP Programs  
Specialty: _________________________

Clinical Site Visit and Assessment

Date of site visit: ___________________ Name of site visitor: ____________________________

*Name of Clinical site: ____________________________

*Address: ____________________________________________

*Phone: __________________________ Fax: __________________________

Approximate distance from SON: ________________________

*Agency Administrator/Contact: ____________________________

Email: ________________________________________________

*Name of Preceptor(s) (including credentials): ____________________________

*CV/Resume on file? Yes _____ or   NO ______

*Phone: __________________________ Fax: __________________________

*Email: _____________________________________________

*Preceptor’s preferred method of communication? ____________________________

*Student (s) currently at site: ________________________________________________

*Course #: __________________________ *Faculty Coordinator: ____________________________

Type of Site (Check all that apply):
I.   _____ Primary Care  _____ Private Practice  _____ Community Health Center
    _____ Hospital Based Clinic  _____ Underserved Population  _____ School –based Health Center
    _____ Elementary  _____ Middle  _____ High School

II. _____ Acute Care  _____ Long-term Care/Rehab  _____ Specialty Care  Specialty: ____________________________

III. _____ Other: ______________________________________________________________________

Age Range of Patients seen at this site: ______________________________________________________________________

Preferred days/sessions for precepting (check all that apply):
_____ Monday AM PM  _____ Tuesday AM PM  _____ Wednesday AM PM

_____ Thursday AM PM  _____ Friday AM PM  _____ Saturday AM PM

Hours available each week for precepting (e.g. 4, 8, 12): ______

Is there a preference for first or second year students at the site? ____________________________

Are you willing to precept next semester?   Yes _____    No _____

If no, when may we contact you again? ____________________________

*To be completed by site coordinator
<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1. Is the philosophy of the site consistent with the course clinical objectives?</td>
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<tr>
<td>2. Is the clinical site appropriate and adequate to practice nursing per the course objectives?</td>
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<td>3. Is adequate space provided?</td>
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<tr>
<td>4. Is adequate time given to students to see patients?</td>
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<td>5. Are there sufficient numbers of patients?</td>
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<td>6. Are the types of clients varied as to age, type of problem, etc? (as appropriate)</td>
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<td>7. Do students and preceptors select patients according to students’ needs?</td>
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<td>8. Are students given the opportunity to follow-up with patients and/or problems of interest?</td>
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<td>9. Are reports from lab and x-ray accessible to students?</td>
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<td>10. Is support staff appropriately helpful to student?</td>
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<tr>
<td>11. Is support staff accepting of student’s role?</td>
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<tr>
<td>13. Are instructional materials available for students to supplement their learning (i.e. pamphlets, outside class opportunities?)</td>
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<tr>
<td>14. Is student interaction with the interdisciplinary team supported and encouraged?</td>
<td></td>
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<tr>
<td>15. Do you recommend this clinical site for other students? If yes, in which courses, or what type of students? If no, why not?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Strengths of Site: |   |   |  |

Limitations of Site: |   |   |  |

Other Comments: |   |   |  |

Signature: _____________________________________________________________

Adapted from Advanced Practice Nursing: Curriculum Guidelines and Program Standards for Nurse Practitioner (NONPF, 1995) and Yale University (with permission) Clinical Site Evaluation Form
d. Preceptor and Site Evaluation Process

1. Preceptors and clinical sites are evaluated by students upon completion of the precepted clinical experience using the preceptor and clinical site evaluation forms.
2. The evaluations are reviewed by the course faculty and feedback is given to the preceptor and clinical site.
3. Course faculty sends pertinent information (positive and negative) from the evaluations to the CSPC to be entered into the preceptor database.
4. CSPC includes copies of positive evaluations in the Preceptor Thank you letters and keeps preceptor evaluations in each preceptor file.
University of Rochester School of Nursing
EVALUATION OF CLINICAL PRECEPTOR

Course Number ____________ Course Name ____________________________________

Preceptor's Name ______________________________________ Semester/Year ________________

Rating Scale: SD = Strongly Disagree; D = Disagree; N = No opinion; A = Agree; SA = Strongly Agree

The preceptor:

1. Creates an environment that stimulates critical thinking and fosters professional growth (e.g., recognizes individual student needs; utilizes student's strengths and knowledge)
   Comments: SD  D  N  A  SA

2. Provides timely feedback/constructive criticism regarding the student's clinical performance
   Comments: SD  D  N  A  SA

3. Provides adequate supervision of learning experiences (e.g., meets with student as needed)
   Comments: SD  D  N  A  SA

4. Utilizes clinical objectives in assisting student to plan experiences
   Comments: SD  D  N  A  SA

5. Clearly communicates expected student clinical behavior
   Comments: SD  D  N  A  SA

6. Demonstrates characteristics of a proficient practitioner (e.g., acts as a role model; demonstrates problem-solving skills; demonstrates effective communication skills with clients)
   Comments: SD  D  N  A  SA

7. Translates research findings and theory to the clinical setting (e.g., demonstrates selected clinical behaviors to the student; clarifies theoretical base or rationale)
   Comments: SD  D  N  A  SA

8. Assists the student to identify appropriate resources to address clinical issues (e.g., other professionals, periodical literature, texts)
   Comments: SD  D  N  A  SA

9. Assists the student in meeting the objectives of this course
   Comments: SD  D  N  A  SA
COURSE COORDINATOR SUMMARY

Overall Rating:

Concerns Expressed  ____
Positive  ____
Very Positive  ____

Course Coordinator Comments:
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________________

___________________________
6/98
University of Rochester
School of Nursing
Clinical Site Evaluation

Site: ____________________________ Organization: ________________________________

Course: __________________________ Semester/Year: ____________________________

Preceptor (optional): __________________________ Completed by (optional): _________________

We appreciate your feedback about clinical sites. This information is confidential and will be used by faculty to make decisions about sites in meeting the learning needs of students. Please circle Yes/No/NA (Not Applicable) for each statement regarding the clinical site. For a "No" response, please comment in section below.

1. Is the philosophy of the site consistent with the course clinical objectives? Yes No N/A
2. Do the materials and equipment at the site support and supplement student learning needs? Yes No N/A
3. Is student interaction with the interdisciplinary team supported and encouraged? Yes No N/A
4. Are site personnel supportive and/or facilitative of student learning needs? Yes No N/A
5. Do clinical experiences at the site meet student learning needs? Yes No N/A
6. Are there barriers at the site which interfere/prevent students from practicing nursing (e.g., no access to patient record)? If yes, describe Yes No N/A
7. Is the clinical site appropriate and adequate to practice nursing per the course objectives? Yes No N/A
8. Do you recommend this clinical site for other students? Yes No N/A
   If yes, in which courses, or what type of student? ________________________________

If no, why not? __________________________________________________________________

COMMENTS (Use reverse, if needed)
12. **Course Syllabi Format and Requirements**

Course syllabi and all course materials are the property of the School of Nursing. Course syllabi and materials should not be distributed outside of the institution without prior approval of the Associate Dean for Education and Student Affairs.

Faculty are expected to share the syllabus and all course materials with other faculty assigned to teach the course in a subsequent semester. The faculty who last taught the course is responsible for transferring the syllabus and course materials once teaching assignments for the coming year have been announced. In addition, the faculty member(s) who receives the syllabus and course materials is responsible for acknowledging the developer of any course materials that are used in subsequent semesters.

The following sections of syllabi are not to be changed by individual faculty: i.e., course #, course title, course description, prerequisites, clinical and course objectives, credit hours. These require the approval of the relevant committees, Curriculum Committee and faculty.

**Requirements**

An electronic copy of the course syllabus and supporting materials must be submitted to the administrative assistant or support staff for the educational program by the first week of the semester in which the course is taught. A final electronic copy of the course syllabus for the semester must be sent to the Evaluation Office. Accreditation requires that course syllabi be kept on file in the School of Nursing (specifically in the Office of Evaluation). Program Directors/Director will ensure that course syllabi are available on the G:\PUBLIC directory.

Please note that the state requires that classes meet 15 times per semester. The final examination held during class time counts as class time. If no final exam is scheduled, a class may meet during examination week, but not during reading week. Faculty may also have students attend outside lectures or presentations. Your courses should reflect the 15-week/semester requirement. On-line courses should document equivalent time commitments.

**Teaching Methods:**
List the teaching methods to be used in the course (e.g., lecture, small group discussions, etc.)

**Course Requirements and Evaluation Measures:**
List the requirements to be completed by the students in the course (e.g., paper, protocol, final examination, etc.) Describe how the students’ course grade will be determined (e.g., ‘Students’ final course grade will be based upon the following: 30% satisfactory completion of small group assignments, 40% take home exams and 30% final paper). Course assignments should be mapped to student learning outcomes.

**Required and Recommended Texts (use APA format)**

**Content Schedule:**
Provide the dates, locations, titles of class lecturers, names of lecturers, presentations, labs, etc. for the semester. List the topics to be covered in the course. Required readings are listed in learning modules in Blackboard.

**Final Exam Date:** (if appropriate; can be found in content outline)
State the date and time of the final examination (e.g., Final Exam will be held on December 12th at 2 PM).

**ADA Statement:**
The University of Rochester is committed to providing equal educational and employment opportunities for individuals with disabilities, in accordance with state and federal laws and regulations, including the Americans
with Disabilities Act (ADA) of 1991 and Section 504 of the Rehabilitation Act of 1973. To ensure equality of access for students with disabilities, the University provides reasonable accommodations, including auxiliary aids and modifications to courses, programs, services, activities or facilities. Exceptions will be made in those situations where the accommodation would fundamentally alter the nature of the program, cause undue hardship on the school, or jeopardize the health or safety of others. Accommodations must specifically address the functional limitations of the disability. The process of receiving accommodations begins with self-identification. When a student chooses to self-identify a disability, documentation should be forwarded to Nancy Kita, School of Nursing Disability Coordinator, University of Rochester, School of Nursing, Box SON, Rochester, NY 14642, (585) 275-2375.

**Academic Honesty Statement:**
Students are responsible for their own work. Students are expected to have read and to practice principles of academic honesty, as discussed in the School of Nursing Student Handbook.

**Professional Behavior/Civility Statement:**
The University of Rochester, School of Nursing (SON) seeks to provide an environment for learning and teaching that is respectful of diverse persons and points of view in all classroom, electronic, and clinical settings. Consistent with this goal, it is expected that diverse perspectives and opinions will be expressed and received in a respectful and professional manner. Incivility, intolerance, hate speech, and abusive behaviors are considered professional misconduct (http://www.son.rochester.edu/assets/pdf/studenthandbook.pdf) and will be acted upon in accordance with the statement in the Student Handbook.

**Clinical Courses**
Be sure to make available the following two evaluation forms: (1) Evaluation of Clinical Preceptor and (2) Clinical Site Evaluation.
Syllabus Template Instructions/Resources (Revised 9/14/17)

General Directions

- Save and rename this document, inserting individual content wherever you see brackets.
- When you see a superscript number on the following pages, refer to specific instructions below.
- Where noted in parentheses/italics, you may remove that section if not applicable.
- Delete all brackets, superscript numbers, and wording in italics including the parentheses.
- Delete this page of instructions/resources before publishing.
- DO NOT change or delete any other content (headings, formatting, etc.).
- Faculty may add additional course details as needed for clarification.
- All new courses must be approved by the appropriate curriculum subcommittee(s) and by the Curriculum Committee before being offered. Revisions in course title, credits, description, objectives, content outline, or pre-requisites must follow the same process. Faculty approval must also be documented for any new or revised course that is required by one of our academic programs. This is typically accomplished at the monthly faculty meeting with faculty voting on new and revised required courses. Elective courses, course revisions, and cognates are presented to the faculty for their information only. Once all steps of review and approval process have been completed, the final syllabus must be posted on G:Public with dates of approval noted.

Course Number

- 3XX BS, 4XX MS & DNP, 5XX DNP & PhD

Official Title of the Course

- As approved by Curriculum Committee and NYSED

Pre-Requisite(s) or Co-Requisite(s)

- As approved by Curriculum Committee and NYSED

Credit Hours

- Classroom, didactic hrs: 1 credit = 1 clock hr/week (15 hrs/semester)
- Clinical hrs: 1 credit = 4 clock hrs/week (56 hrs/semester)
- Lab hrs: 1 credit = 2 clock hrs/week (28 hrs/semester)
- Field Placement hrs: 1 credit = 4 clock hrs/week (56 hrs/semester)

Course Format

- Complete Online Course: An instruction delivery mode for a course section in which 100% of scheduled class meetings are delivered via distance education technologies, either synchronously and/or asynchronously. All of the class work, including exams, is online. There is no requirement for the student to visit any physical campus or other physical location of instruction.
- Online Course: The instruction delivery mode for a course section in which 80% to 100% of scheduled class meetings are delivered via distance education technologies, either synchronously and/or asynchronously. There may be a requirement to come to campus or other location of instruction for orientation, testing, or academic support services.
- Hybrid Course: The instruction delivery mode for a course section in which more than 30% but less than 80% of scheduled class meetings are delivered via distance education technologies, either synchronously and/or asynchronously.
- In-Person Course: The instructional delivery mode for a course section where substantial and regular interaction between instructor and students occurs face to face. The course could have up to 30% of scheduled class meetings via distance education technologies, either synchronously and/or asynchronously.
- Correspondence/Self-Paced Course: The instruction delivery mode for a self-paced course section under which (1) instructional materials are provided by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
Course Description
- List exact wording as approved.

Student Learning Outcomes
- List exact wording as approved.

Teaching Methods/Activities
- Example A: This hybrid-online course has a series of modules that run throughout the entire semester, providing a variety of online teaching methods to present, build upon, and reinforce content. Face-to-face sessions will provide opportunities for guided practice and active learning. The activities within the learning modules and face-to-face sessions are designed to help the students meet course objectives.
- Example B: The course uses a combination of methods to facilitate learning/mastery of content: lecture/discussion, online learning activities, field work, self-reflection exercises, student facilitated discussion board postings and oral presentations.
University of Rochester  
School of Nursing  
(Spring, Summer, Fall), [Year]  
[NUR, NLX, NSG] 1##2##: 2Official Title of Course

3Pre-Requisite(s)  
[List all pre-requisite courses OR list: None.]  

4Co-Requisite(s)  
[List all co-requisite courses OR list: None.]  

5Credit Hours  
Classroom, didactic: [#] Credits (delete this line if N/A)  
Clinical: [#] Credits (delete this line if N/A)  
Lab: [#] Credits (delete this line if N/A)

Instructors  
Faculty Name: [Name, Credentials]  
Title: [List Title]  
Office Location: [Building, Office #]  
Office Hours: [List Hours]  
Email: [List Email Address]  
Phone(s): [List Phone Number(s)]

(Duplicate or delete the section below as needed.)  
Faculty Name: [Name, Credentials]  
Title: [List Title]  
Office Location: [Building, Office #]  
Office Hours: [List Hours]  
Email: [List Email Address]  
Phone(s): [List Phone Number(s)]

6Course Format  
[Complete Online Course, Online Course, Hybrid Course, In-Person Course, Correspondence/Self-Paced Course] (select only one format, delete all others)

Meeting Days, Times, and Locations  
[List class days, times and locations.]  

7Course Description  
[List exact wording as approved.]  

8Student Learning Outcomes  
At the conclusion of this course, the student will achieve the following identified outcomes (formerly course objectives).  
1. [List exact wording as approved.]  
2. [List exact wording as approved.]  
3. [List exact wording as approved.]  
(Add or delete numbers as needed.)
Teaching Methods/Activities
This course uses a combination of methods to facilitate learning/mastery of content:
[List the teaching methods to be used in the course (e.g., PowerPoint presentations, large class lecture, small group exercise, high fidelity simulation, collaborative learning, use of standardized patients, low fidelity skills labs, practice tests, class debates, problem-based learning exercise, team-based learning exercise, case studies, interactive SMART boards, web-based learning, skills lab demonstration, guest lecturer, role playing, video, blogs, Wikis, discussion boards, concept mapping.).]

Evaluation Methods/Learning Outcomes

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Percent of Total Grade</th>
<th>Alignment with Student Learning Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td># %</td>
<td>SLO [# , #,]</td>
</tr>
<tr>
<td>2.</td>
<td># %</td>
<td>SLO [# , #,]</td>
</tr>
<tr>
<td>3.</td>
<td># %</td>
<td>SLO [# , #,]</td>
</tr>
<tr>
<td>4.</td>
<td># %</td>
<td>SLO [# , #,]</td>
</tr>
</tbody>
</table>

The final grade entered is based on School of Nursing grading system. See Student Handbook (https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf)

Grading System (for Undergraduate Programs) *(delete if course is graduate level)*

The student’s final numerical grade will be converted to a letter grade based on the following University of Rochester undergraduate student grading criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
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</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

“C-” is considered unsatisfactory work for undergraduate students; see Student Handbook for implications.

Failing grade; see Student Handbook for implications.

Grading System (for Graduate Programs) *(delete if course is undergraduate level)*

The student’s final numerical grade will be converted to a letter grade based on the following University of Rochester graduate student grading criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

“C” is considered unsatisfactory work for graduate students; see Student Handbook for implications.

Failing grade; see Student Handbook for implications.

For both UG and graduate programs: Grades will be rounded up so that 0.5 (and above) rounds to the next whole number (e.g., a grade of 72.5 will round up to a 73; rounding is only to the tenths; for example, 72.47 does not round up to a 72.5).

*(Delete the following section if there are no clinical hours for this course.)*

Clinical Evaluation  [List clinical evaluation methods to achieve clinical outcomes.]

[Example: There will be a formative (mid-term) and summative (final) clinical evaluation. When meeting the clinical instructor for formative and summative evaluations, the student should have submitted/bring with them]
a copy of the clinical evaluation tool as a self-assessment. The student must document where the instructor can find evidence that he/she has met, or is working toward each clinical objective.]

See clinical evaluation forms (Evaluation of Clinical Preceptor & Clinical Site Evaluation).

Required Textbook(s)
[List required text(s). If appropriate, include the phase: Additional readings as assigned.]

Recommended Textbook(s)
[List recommended text(s). If appropriate, include the phase: Additional readings as assigned.]

Course Outline
[List the topics to be covered in the course.]

ADA Statement and Holidays
See Student Handbook (https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf)

Academic Honesty Statement
Students are responsible for their own work. Students are expected to have read and to practice principles of academic honesty. See Student Handbook (https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf) Student attestation is completed on Blackboard for each course.

Professional Behavior/Civility Statement
The University of Rochester, School of Nursing (SON) seeks to provide an environment for learning and teaching that is respectful of diverse persons and points of view in all classroom, electronic, and clinical settings. Consistent with this goal, it is expected that diverse perspectives and opinions will be expressed and received in a respectful and professional manner. Incivility, intolerance, hate speech, and abusive behaviors are considered professional misconduct and will be acted upon in accordance with the statement in the Student Handbook. (https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf)

Sexual Harassment Policy
Students are to abide by the University of Rochester Student Sexual Misconduct Policy which can be found in the Student Handbook (https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf). Faculty review policy in all face-to-face classes.

HIPAA Compliance
Students are to abide by the University of Rochester HIPAA Compliance Guidelines which can be found on the SON website (http://son.rochester.edu/r/HIPAA-Video).
13. **New Course Proposals and Revisions to Existing Courses**

New course proposals must be approved by the appropriate subcommittee(s), curriculum committee and, if they are required courses, by faculty. Electives and course revisions are presented to the faculty for their information. Forms and directions for submitting new and revised course proposals are available on G:education/forms/curriculum. Once all steps of the review and approval process have been completed, the final syllabus must be posted on G:education/syllabus with dates of approval noted.

14. **Graduation**

The University of Rochester School of Nursing graduation ceremony occurs at the Eastman Theatre and is followed by a reception for all students, parents, faculty and guests.

All faculty are asked to attend the SON graduation ceremony and wear the commencement attire (cap, hood, and gown). The cap, hood, and gown are available from the bookstore. Notices are sent to all SON faculty prior to commencement regarding the ceremonies of the day.

In order to approve students for graduation, the following is completed:

1. The Director of Admissions and the SON Registrar are asked to review each undergraduate student's record for graduation. If a record does not meet requirements, the student is notified.

2. The SON Registrar reviews graduate student records. If a record does not meet requirements, the student's advisor is asked to clarify with the student the work that must be completed prior to graduation.

3. A list of undergraduate and graduate students are presented to the School of Nursing faculty for approval via electronic vote.

4. After approval by the faculty, the list is sent to the Board of Trustees. After approval by the Board of Trustees, the students’ appropriate degrees are conferred.

Attendance at the Commencement exercises in May is strongly encouraged. Students who do not attend the School’s Commencement Ceremony may pick up their diplomas in the Student Affairs Office after Commencement. Participants in the ceremony are expected to wear academic regalia, which can be purchased through the Medical Center bookstore. SON pins are given to all graduating Baccalaureate students. All degree students, including those who completed their requirements at the end of the preceding Fall semester, are listed in the program and invited to participate. Post-Masters Certificate recipients are recognized in the program, but do not wear regalia nor receive their certificates during the ceremony. RN to BS students who have additional coursework to complete during the summer to meet their requirements are also included in Commencement in May.

15. **“Events Reporting” Regarding Student/Faculty Error in Clinical Agencies**

Faculty are required to comply with agency requirements for EVENTS REPORTING (formerly known as incident reports). It can be used for errors, near misses, and unsafe conditions or practices. If there is any question about the need to complete a report, please talk with the Nurse Manager in the clinical area immediately. It is helpful to write an email to the Student Affairs Office explaining what happened and this copy will go into the students file.
16. **Licensure**

All faculty members in the School who are Registered Nurses must have a license and current registration to practice nursing in New York State. Official application materials from the State Education Department in Albany include both "Form 1 - Application for License and First Registration" and "Form 5-Application for Limited Permit." The completed application for NYS licensure and all requested materials should be completed for the State Education Department at least eight weeks prior to the anticipated appointment date in the School. Otherwise, an out-of-state candidate may receive authorization from the School to also apply for a temporary limited permit to practice in New York State. The date of initial appointment is contingent upon the School's receipt of a copy of the NYS registration. Verification of the license is maintained on file in the School's Administrator's Office and in Strong Memorial Hospital Nursing Practice for faculty precepting students in the hospital. Application forms are available for faculty precepting students in the hospital by calling:

The State Education Department in Albany  
(Office of Professions)  
(518) 474-3817

The general web address is: www.op.nysed.gov.

The Nursing Laws, Rules, and Regulations may be located at the following web address: http://www.op.nysed.gov/prof/nurse/nurselaw.htm

17. **Requirements For Faculty Supervising Students In Direct Patient Care Areas**

**Purpose:** To ensure that all faculty working with students in a clinical area have accomplished the required clinical competencies for the hospital, service, and unit, to which they are assigned.

Credentialing of clinical faculty is coordinated and monitored by the Office of the Associate Dean for Education and Student Affairs.

Upon hire, faculty will provide the SON with copy of RN licensure; American Heart Association or American Red Cross BLS Card; CNET Medication Exam score; IV Pump Competency if appropriate to clinical rotation; record of HIPAA training; proof of successful completion of the hospital online mandatory exam; and current CV. All new faculty will be scheduled for a physical exam, including placement and reading of PPD, through University Health Services at Strong Memorial Hospital. Documentation for the administration or declination of the flu shot is also required.

Once faculty have provided evidence of completion of the CNET Medication Exam, those results will be documented and it will not be necessary to retake the exam. The Student Affairs Office will administer the CNET exam for any clinical faculty member who has not taken the exam previously. Evidence of HIPAA and IV pump training are also only required upon hire.

On an annual basis, all clinical faculty must provide the Office of the Associate Dean for Education and Student Affairs documentation that they have completed the following:

- Strong Memorial Hospital and Highland Hospital online mandatory exam
- Annual Health Update, including PPD and flu;
- Current BLS CPR Card;
- Unit Orientation to all Units Assigned
The Office of the Associate Dean for Education and Student Affairs will track one time, periodic, and annual requirements and notify all faculty prior to the beginning of the semester as to required documentation. The Office of the Associate Dean for Education and Student Affairs will work closely with the Directors of Education at affiliating institutions to ensure that all required documentation has been received.

For those faculty precepting students at **Highland Hospital**, they will also be required to complete the orientation to Highland Hospital, which includes nursing practice specific competencies for Highland Hospital.

For those faculty precepting students at **Strong Memorial Hospital**, in addition to the SMH online orientation in Blackboard, they must provide documentation of completion of SMH nursing practice required competencies.

Clinical Course Coordinators will work with individual faculty to ensure completion of service and unit-specific clinical competencies depending on their clinical assignment. Clinical faculty will contact the Nurse Manager of the unit to which they are assigned to schedule an orientation or annual update of unit operations prior to beginning the clinical rotation with students.

All questions regarding credentialing should be addressed to the Office of the Associate Dean for Education and Student Affairs at the SON.

18. **Grading System**

The following numeric grading scale will be used for the undergraduate programs:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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</tr>
<tr>
<td>B-</td>
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</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

The following numeric grading scale will be used for the graduate programs:

<table>
<thead>
<tr>
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<th>Percentage</th>
</tr>
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<tbody>
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<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>E</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

19. **Audiovisual Equipment For Use In Helen Wood Hall**

All classrooms in Helen Wood Hall are equipped with a projector, computer and DVD/VCR. Classrooms in the 1w500 corridor also have an overhead projector. PowerPoint remotes and lapel microphones for the 1w500 classrooms can be obtained at the CERC.
Any non-standard equipment requests or queries about available equipment should be sent via email to SON_Media@urmc.rochester.edu.

Room and Equipment Scheduling Policy and Procedure

The procedure for scheduling a room or piece of equipment is as follows:

1. Send your request by e-mail to SON-Room-Scheduler@URMC Rochester.edu or call 276-3727 as far in advance as possible.
2. Room scheduler can have up to a 24 hour response time before the request will be serviced.
3. Room scheduler will then send confirmation or offer an alternative solution.

Your request should be received at least 2 business days before the event you wish to have scheduled. Remember, rooms and equipment are scheduled on a first come, first serve basis, so scheduling earlier will help you get the accommodations you desire.

Given the fact that there is limited space and limited equipment, the criteria used to determine where classes or events are as follows:

1. The time the request is placed - first come, first serve
2. Size of class or event
3. Number of sessions the class or event has
4. Any special requirements of class

If the classroom or equipment does not meet your needs, please inform SON room scheduler.

VI. RESEARCH

A. CENTER FOR RESEARCH SUPPORT

Purpose and Goals

The Center for Research Support was established in 1995. The purposes of the Center for Research Support are to:

a) Facilitate the research and scholarly development of the School of Nursing faculty, post-doctoral fellows, and pre-doctoral trainees and their intra- and interdisciplinary collaborators
b) To provide training opportunities for pre-doctoral trainees and postdoctoral fellows in all phases of the research process
c) Advance research dissemination
d) Provide support to the Centers of Excellence
   • Elaine Hubbard Center for Nursing Research on Aging
   • Center for Research Implementation and Translation

Research Administration

The goal of the Research Administration team is to provide support to faculty, pre-doctoral trainees and post-doctoral fellows to assist them in achieving their research goals by providing them with general administrative support, working closely with them on the preparation of grant proposals, oversight of post award financial management and the dissemination of their research findings through poster development and assistance for manuscript preparation.
**General Support Services:** development of research proposals; post-award financial management; assistance with manuscript preparation, including editorial review; design and preparation of research related presentations materials, including slides/posters

- **Grant Proposal Submission:** organization and timelines for proposal preparation and submission; mock NIH-style reviews; budget development and review; biographical sketch (maintain); coordinate receipt of Letters of Support; boiler plate documentation (resources); graphic support (table, charts, models); electronic submission and facilitation
- **Research Administration Post Award Management:** financial management; interpretation of federal regulations and guidelines; liaison with external agencies and internal departments; assist with non-competing renewal preparation and progress/final reports; provide certified grant administrator
- **Administrative Support:** Provide administrative services to post-doctoral fellows and tenure/tenure-track faculty such as assistance with reference managers, travel and maintaining calendars.

**Research Facilitation Group**
Provides a comprehensive, vertically integrated set of services designed to speed research development by making experts and resources readily accessible to the investigator at each phase of the research process.

- **Consultation Design:** research mentorship, biostatistician consultation and collaboration, sample size determination, research design and methods, proposal development
- **Project Management:** recruitment, IRB support, management Information System (MIS) creation (tracking study participants)
- **Technical Support/Data Management:** instrument development; database design, data management/processing, computer assisted data gathering (QDS) on line data collection, development of observational coding systems, variable creation; psychometric evaluation, data gathering; interviewer training, data collection, focus groups

**Organization**
A Director who is also the Associate Dean for Research provides leadership and oversight to the Center’s administrative team and works closely with the Sr. Associate Dean for Research. The following individuals report directly to the Director; Administrator for the Center (responsible for financial and pre and post award functions) and the Research Associate (responsible for Research Facilitation functions) and the Administrative Assistant to the Director.

**B. CENTERS OF EXCELLENCE**

1. **The Center for Research Implementation and Translation (CRIT)**
The Center for Research and Implementation (CRIT) encourages and supports research translation through the development of implementation science serving as a central hub for the development of research implementation science. The Center’s scientists conduct rigorous, hypothesis-driven studies in which clinical research findings are tailored, tested and systematically incorporated in clinical practice, and novel research methods are developed for the field.

2. **The Elaine C. Hubbard Center for Nursing Research on Aging**
The Elaine C. Hubbard Center for Nursing Research on Aging is an integral component of the School of Nursing. It was established in 1999 to focus on the overall health and quality of life of the aging population and those who care for them. This center provides pivotal linkages between faculty researchers, nurses, physicians, and other health care providers, and the community to foster partnerships around common research interests. Center activities include federally-funded research projects, study programs, and a range of services to advance research on preventing and managing chronic illness in vulnerable people.
C. **RESEARCH FORUMS AD HOC**

Regular research forums and development sessions for the presentation and sharing of research methods, conceptualization, study design and findings are routinely held. The purpose of these forums is to enhance collegial exchange pertaining to ongoing research and methodological issues as well as to enhance knowledge development in conducting research and utilizing research results. Announcement of meeting times and place appear in SON faculty communications and are available in the CRS, Helen Wood Hall, Room 2W144. Faculty, pre-doctoral trainees, post-doctoral fellows, clinical nurses and other interested persons are encouraged to attend.

**Research Educational Consultation Services:**

1. **Design & Analysis Consultation Group (D&ACG): By request HWH 3W-301**

   These consultations focus on the design and analyses of individual research projects during any stage of their development using peer discussion. The group welcomes all types of conversations including research idea generation, research design of all types, data analysis and interpretation, feedback on grant review critiques, and manuscript development to name a few. Approaches to a specific project are discussed along with the more general questions in that area in the field. It is expected that individual projects will benefit from the consultation the investigators receive and participation will develop new insights and competencies in the conduct of research.

   If you are planning a study, need to analyze data, or are working on manuscripts, and want a consult, sign-ups are request by completing the online request (SON RFG from the global email list). The day and time of the meeting is then determined based on availability of the PI and D&ACG team.

2. **Qualitative Research Group: On selected Wednesdays 2:30-4:00 PM, HWH 1W-145**

   A small core of students and faculty with current or future qualitative projects meet to offer peer debriefing and weigh in on all aspects of qualitative research projects, including design, recruitment, data collection, data analysis and interpretation, and presentation. Each week a volunteer brings documentation from a small part of a project in progress and solicits critique and advice from the group. When no volunteers emerge, the group does not meet. New members are welcome; those interested in joining the email list to keep abreast of upcoming meetings should contact Maggie Kearney at margaret_kearney@urmc.rochester.edu.

D. **PUBLICATIONS AND ABSTRACTS OF PRESENTATIONS**

**Database**

Faculty are responsible for ensuring that their CV is updated once per year. CRS personnel will use faculty CVs to update the publication section of the SON database. This information is used in statistical reports for accreditation, the State Education Department, the University and Medical Center. The information also is used to measure progress and outcomes of the CRS and strategic planning goals, as well as productivity measures for benchmarking with other Schools of Nursing. Your attention to ensuring your CV includes the most recent data is greatly appreciated so the aggregate reflects accuracy of your activities.

The CRS also publishes a weekly Research Newsletter and faculty, pre-doctoral trainees and post-doctoral fellows should submit funding award notices, publications, presentations and other special awards to the Administrative Assistant to the Director by Monday of each week to be included in the newsletter. A systematic review of the newsletter is conducted, and faculty CV’s are updated appropriately by one of the administrative staff in the center.
E. **FUNDING OPPORTUNITIES**

Various kinds of searches to determine funding opportunities in your area of research interest are offered. The CRS staff is available to assist in identifying the most appropriate funding opportunities for applicants and provide liaison services to ORPA and URMC Development staff. The University has purchased a system to assist faculty in identifying funding sources. The system is Global Expertise Network for Industry, Universities and Scholars (GENIUS) and SPIN Matching and Researcher Transmittal System (SMARTS) [www.rochester.edu/ORPA/funding/index](http://www.rochester.edu/ORPA/funding/index).

It is expected that all faculty will register in the GENIUS/SMARTS system. You are encouraged to contact the CRS Administrator before investigating additional funding opportunities for information maintained by ORPA or the URMC Development office and more importantly to assist you in registering into GENIUS/SMARTS. ORPA may be reached at extension 54031 and URMC Foundation Relations staff may be reached at extension 35113.

The School of Nursing has a competitive small internal pilot grant program - the Research Support Grant (RSG), which provides funds to faculty and post-doctoral to TT fellows for pilot studies that will lead to the preparation of a federal grant application and/or publication. To promote new research proposals, submissions can be made throughout the year. It is recommended that faculty interested in submitting an RSG should contact the Sr. Associate Dean for Research or the Associate Dean for Research and/or the Research Administrator for the CRS and Director, Research Facilitation Group to discuss budget, personnel and submission procedures. Individuals receiving RSG awards need to document the expected outcome from the provided funding (grant proposal submission, publication, presentation, etc), which will be tracked to determine the effect and success of the program and present at the SON Grand Rounds.

Further information and application forms may be obtained from the Administrative Assistant for CRS or downloaded from the School of Nursing intranet within the Research Section.

F. **RESEARCH PROPOSAL: PREPARATION AND SUBMISSION**

The Office of Research and Project Administration (ORPA) works closely with the School of Nursing in the development and submission of grant proposals utilizing policies and procedures as outlined on the ORPA home page [http://www.cc.rochester.edu/ORPA/](http://www.cc.rochester.edu/ORPA/). Please note that the UR has an education portal, which outlines many of the policies and regulations you should be aware of when you are applying for federal funds and are funded. This portal is located at [http://www.cc.rochester.edu/ORPA/compliance/index](http://www.cc.rochester.edu/ORPA/compliance/index).

Once a decision has been made to submit a research proposal, the PI should complete the Notice of Intent (NOI) form which can be obtained from the CRS Administrative Assistant or the SON intranet, Research section. Upon completion of the NOI a core meeting will be established with the center staff and other relevant stakeholders (e.g., IT, Director of Biobehavioral Lab) to discuss the resources required for the grant, submission process, mechanics and important target dates. A minimum of two months advance notice is recommended to efficiently utilize CRS services and assistance in proposal submission.

With the introduction of electronic submissions for most all agencies the UR has instituted a policy on grant submission. **All proposals must be submitted to ORPA at least (5) business days prior to the grants.gov submission deadline.**

**National Pre-Doctoral Fellowship Applications (NRSA)**

All doctoral students are encouraged to apply for an Individual Pre-doctoral Ruth L. Kirchstein National Research Service Award (NRSA) through the National Institute of Health. NRSA orientation sessions to review proposal preparation, NRSA guidelines, forms and examples are offered to NRSA Pre-doctoral applicants and their
sponsors. Contact CRS at x3-2694 or 5-8055 to obtain additional information or schedule an orientation session. Allow four to six weeks for:
1. Review and Approvals by
   a. Sponsor
   b. Coordinator, Doctoral Program
   c. Associate Dean for Research
   d. ORPA
2. Inputting all information into the electronic application
3. Review and submission through grants.gov and eRa Commons

G. SCHOOL OF NURSING AND UNIVERSITY OF ROCHESTER SIGN-OFF FOR EXTERNAL PROPOSALS

A sign-off form must be completed by School of Nursing faculty, pre-doctoral trainees and post-doctoral fellows prior to the submission of any proposal for external funding.

The University of Rochester Official Proposal Sign-off Form (ORPA Form 114 requires the signatures of the project investigator, co-investigators, the Department Chair, and the Dean (signed for the Dean, by the Associate Dean for Research) or the Associate Dean for Academic & Student Affairs), and the ORPA representative. Additionally, if other department staff or services are being utilized in this research project the signature(s) of the Departmental Chair must be obtained prior to submission to ORPA.

After all School of Nursing signatures and other departmental required signatures have been obtained, the proposal and sign-off forms are submitted to ORPA (River Campus 516 Hylan) for review and signature. Please note that the pre-award staff in the Center for Research Support coordinate this process and it would be the exception that a faculty member would be directly coordinating their proposal submission.

H. HUMAN SUBJECTS PROCEDURES

Initial CITI Certification

The Office for Human Subject Protection (OHSP) at the University of Rochester requires all study team members to successfully complete human subjects training through an on-line program called the Collaborative Institutional Training Initiative (CITI Program) prior to conducting any human subject research. This program was developed as a collaborative effort among various universities and organizations (including the University of Rochester) to provide comprehensive training in the protection of human research subjects and is administered by the University of Miami. The program consists of several short learning modules with a brief quiz after each module.

Instructions for registering and completing the training modules through CITI are provided at http://www.rochester.edu/ohsp/education/certification/initialCertification.html.

All RSRB applications from SON faculty are required to have SON administrative signoff for scientific integrity prior to being processed by RSRB.
I. **Policies and Procedures for SON Scientific Review of RSRB Protocols**

SON Research Council, 2015

All RSRB applications submitted by SON researchers are **required** to have **SON administrative signoff** for scientific integrity prior to being submitted to ROSS.

Please ensure that you have identified other approvals that may be required for your proposed project PRIOR TO completing the RSRB application. For projects involving the UR Medical Center, contact Dr. Mary Carey or the appropriate Associate Director of nursing to review the feasibility and acceptability of the project. Certain projects may also require scientific review prior to RSRB review. Examples of these projects are: The Cancer Center, Obstetrical, Neonatal Clinical Trials, Emergency Medicine, Institutional Biosafety, Surgical Pathology, Human Use of Radiation, Clinical Research Center, and Rochester Center for Brain Imaging.

The following individuals will be responsible for the internal reviews:

**SON Faculty, Post-Doc, and PhD Student Reviewers:**
- Associate Dean for Research (ADR) & Director of SON Research Compliance (DRC)

**SON DNP Student Reviewers:**
- Director of SON Research Compliance & Director of DNP Program

**SON RSRB Support Staff:**
- Administrative Assistant to ADR (AA to ADR) & Research Compliance Officer (RCO)

J. **UR SON IRB Application and Amendment Protocol Submission Procedures**

The following steps are required to complete SON administrative signoff:

**SON Faculty & SON Post Doctoral Fellow**

**IRB Application Procedure:**

1. The PI is required to upload the full application into the ROSS System (including all protocols, consent and assent documents, parental permission, information letters, recruitment materials, measures, data collection forms and other affiliated documents). Once the study is submitted into ROSS the ADR and DRC will receive automatic notification. **NOTE:** Post-Docs and Doctoral students should work closely with their mentor to assure all processes are met.

2. The UR OHSP Scientific Review Form will be completed upon review.

3. If there are revisions requested upon SON internal review of the application, the reviewer will notify the PI and **AA to ADR** of the required revisions. The reviewer will specify if a review of the revisions is required.

4. The PI or study staff are to notify **AA to ADR** when RSRB approval has been obtained by emailing a copy of the approval letter.

Applications will be signed-off by a SON Administrator within 3 days of receipt, only if the signed copies of the experts’ completed scientific reviews are on file. An email will be sent to the PI when this has been done.

*Procedures are on the School of Nursing Intranet in the Research Section.

Ordinarily doctoral students’ applications will be reviewed for scientific integrity by one member of their committee, excluding the Chair, who is officially the PI for the study.
**Doctoral Student Protocol Review**

*Doctoral students must complete the CITI Program and provide a copy of your certification letter to the Program Office by the start of your 2nd semester.* This will ensure that you have basic human subjects protection knowledge to apply to your coursework and are fully certified for RA work. The ERPR is not acceptable for this requirement.

**SON PhD** Students do not have accessibility to submit IRB applications on their own. The application will be submitted under the designated chair or mentor. Students must contact their committee chair or mentor and work closely with them prior to submission. Together, the student and committee chair will follow submission requirements listed for SON Faculty.

**SON DNP** Students submitting IRB applications with minimal risk, do have accessibility to submit on their own, as long as their committee chair is listed as Co-PI. If the study is greater than minimal risk, the student’s committee chair will need to be listed as PI.

*The Scientific Review for Human Subjects Research* form is composed of 3 sections: Scientific Merit, Risk Identification and Management, and Investigator Qualifications/Resources. Required core elements of the first 2 sections match required elements of the RSRB protocol template. However, the RSRB protocol template does not require information needed to evaluate Section III of the Standards Checklist. It is therefore incumbent on the PI to include sufficient information related to Section III of the Standards Checklist within the RSRB protocol (please include the relevant information under Methods and Procedures.)

- All investigators submitting to NIH are required to complete an education program on the protection of human research subjects and to include a description of such education in the application (see NIH Guide at NOT-OD-00-039http://grants.nih.gov/grants/guide/notice-files/NOT-OD-00-039.html. Faculty are both required to have taken and passed the exam prior to issuance of a federal award. The University offers CITI certification. The Collaborative Institutional Training Initiative (CITI Certification). Description and details regarding programs can be found at http://www.rochester.edu/ohsp/education/certification/initial/certification.html

**VII. THE CENTER FOR NURSING ENTREPRENEURSHIP (CNE)**

The Center for Nursing Entrepreneurship (CNE), established in 2004, was designed to creatively integrate business practices within the School of Nursing's Unification Model. The CNE exemplifies the attributes of professional nursing by encouraging innovation of thought and the exploration of new opportunities for nurses to serve the needs of the community. Successful business lines focused on the health and well-being of the community are incorporated in the CNE and include employee wellness services, School-Based Health Centers and travel health services through the Passport Health franchise ©. The CNE partners with community agencies to explore new ways to support social entrepreneurship and to provide future directions for service. Please refer to the website for further information about the CNE: [http://www.son.rochester.edu/CNE/](http://www.son.rochester.edu/CNE/)

**VIII. ADMINISTRATIVE GUIDELINES AND PROCEDURES**

**A. MEDIA RELATIONS GUIDELINES**

School of Nursing faculty and staff who are contacted by the news media or who wish to seek media coverage on clinical matters involving patients, staff, the institution, etc., should consult with the School of Nursing Public
Relations office, 275-6892, or the Medical Center Public Relations office, 275-3676. Public Relations personnel coordinate contacts and requests as follows:

1. Contacts involving hospital patients will require advance written approval of the patients above age 12 and their parents, or parents and/or guardians of pediatric patients under age 12. In cases of unusual sensitivity, consent will also be obtained from the Senior Director for Hospital Operations or Executive Director of the Hospital (or in the absence of both, the Administrator on call) and Nursing Administration. A Public Relations staff member will be present at all interviews involving patients.

2. Refer calls relating to requests for condition of patients and related information to the Public Relations office.

Information on non-clinical matters (e.g., research and educational activities) is coordinated as follows:

1. The Public Relations staff will contact the news media directly to help facilitate the dissemination of new items or,

2. If the news media contacts an investigator directly, and without advance notice or pre-arranged appointment the investigator is expected to contact the Public Relations Office as soon as possible. A PR staff member should be present for interviews with the media. Public Relations staff can set the ground rules for the interview, help investigators prepare by asking sample questions, or serve as an additional resource during the interview. When necessary, PR staff will then contact the appropriate department chairpersons and/or deans.

The purpose of these guidelines is to assure the best possible media relations, the widest possible contact with the media and the most ideal logistics and preparation for the investigator and/or other staff of the institution in dealing with the news media.

**B. REQUEST FOR TRAVEL FUNDS**

The School of Nursing supports travel for faculty for purposes of continuing education, presentation of papers and posters, recruitment activities and program development. Funding for reimbursable expenses is based on availability and is budgeted annually on approval of the Dean.

**Funding Guidelines:**

The faculty travel budget is determined annually and based on affordability. Requests for travel and for funding of travel must be approved in advance by the Associate Dean/Dean to whom the requester primarily reports.

1. Applicable information related to the travel request should be attached (e.g., calls for abstracts, copies of abstracts, conference announcements).

2. Deans will make funding decisions based upon the value of the travel to the school’s mission and objectives and to the requestor’s professional objectives and development. Actual allocation of travel funds will be prioritized based on necessary visibility for the School, presentation of paper or poster, and faculty development. These priorities will be assessed within the context of any budget constraints. Part-time faculty are also eligible to apply based on the same criteria. If criteria are met, part-time faculty may apply for a pro-rated amount based on the percent of effort supported by the school.

3. Whenever possible and feasible, please plan in advance to combine travel to meetings with additional activities, (e.g., contact alumni groups and individual donors and foundations, recruit students and faculty, talk with news media). All contact with alumni groups or donors must be coordinated through the Office of Advancement.
4. The Associate Deans will consult regarding those requests for travel to meetings that may be of common interest- for example, meetings that deal with issues of education, practice, and research.

5. A request for travel should be made on a form entitled, Faculty Off-Campus Activity and Travel Fund Request Form, at least 45 days in advance and sign as specified on the bottom of the form.

**Travel and Conference Policy/Procedures see Travel Policy on G public:**

G:\CENTRAL ADMINISTRATION\TRAVEL\Travel & Expense Policy 2-15.doc

**C. VACATION**

Faculty on a 9-month academic year appointment are not eligible for vacation other than the University's designated legal holidays. Faculty on a 12-month appointment are eligible to take vacation. Vacation time is approved through the reporting Associate Dean and based on length of service. Please note – faculty members do not accrue vacation.

**D. FACULTY WORKLOAD MODEL**

1. **Workload Model Philosophy and Process**

The Workload Model is an administrative tool used as a guide to promote the equitable distribution of responsibilities carried out by the faculty to fulfill the school's teaching, research and clinical missions. *Determination of faculty assignment will be based on the school’s needs, with the intent to maintain flexibility required to meet individual faculty needs/requests whenever possible.* Requests for flexibility in workload assignments include adjustment distribution of assignments over the year for a specific period of time, and/or allocation of time for preparation and submission of grant proposals or new course offerings.

Assigning faculty workload begins each year with a request (from the Associate Dean for Education and Student Affairs) to complete an annual teaching preference form. It is at this time that Faculty submits their preferred teaching assignments, estimated time commitment required to fulfill their research and/or clinical goals for the year AND submit any requests for special consideration in teaching assignments (these request should be discussed with the immediate supervising Associate Dean and then submitted to Associate Dean for Education and Student Affairs).

Once teaching preference forms are submitted, the Dean and the Associate Dean for Education and Student Affairs complete an initial draft of faculty assignments. Each individual faculty workload is then reviewed and discussed by the appropriate associate deans and the faculty member, as appropriate, in order to ensure a balance of individual faculty needs, equity among faculty and meeting the workload obligations of the SON.

**Percent of Effort Assignments**

Workload assignments will be made using the attached table. Faculty will be assigned a total workload per academic year to approximate the percent of salary (FTE) supported by the School and based on the appointment type (9-month or 12-month appointment). Salary support provided for committed time for other activities such as grants and practice will be included in the calculation.

Finally, all activities will be valued at an *annual* percent of effort (advising, research and publication activity, committees, etc.) Values provided in the workload effort table for teaching are prorated for faculty based on appointment type (9-month or 12-month) to maintain equity across faculty.
The total teaching FTE for the year is calculated by summing the FTE teaching assignments (designated in the workload effort table as single semester values) and dividing by the number of semesters that the faculty member is available for assignments; taking into consideration a shortened summer semester (2 semesters for 9-month faculty, and 2.66 for 12-month faculty.)
Faculty workload assignments are based upon several factors (individual categories listed below). All assignments are made after reviewing faculty requests, program needs, and plans for new academic courses/programs or teaching strategies, research initiatives and community/service plans. Assignments are reviewed with each faculty member, as necessary, prior to finalization. Negotiations for any considerations or changes in assignments is made through discussion with the Dean or Associate Dean for Education and Student Affairs. Teaching Assistants are sometimes needed for courses with large numbers of students or significant grading requirements – requests for a TA should be discussed with the Associate Dean for Education and Student Affairs for approval. Co-assignment of faculty to courses is individualized based upon faculty and course need.

<table>
<thead>
<tr>
<th>ACTIVITY DESCRIPTION</th>
<th>% EFFORT PER SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING ACTIVITIES:</strong></td>
<td>WORKLOAD IF &lt; 20 STUDENTS</td>
</tr>
<tr>
<td><strong>BASIC ACADEMIC CREDITS (DIDACTIC CREDITS)</strong></td>
<td>WORKLOAD IF &lt; 20 STUDENTS</td>
</tr>
<tr>
<td>1 credit</td>
<td>.05</td>
</tr>
<tr>
<td>2 credits</td>
<td>.15</td>
</tr>
<tr>
<td>3 credits</td>
<td>.25</td>
</tr>
<tr>
<td>4 credits</td>
<td>.35</td>
</tr>
<tr>
<td>5 credits</td>
<td>.45</td>
</tr>
<tr>
<td>6 credits</td>
<td>.55</td>
</tr>
<tr>
<td>7 credits</td>
<td>.65</td>
</tr>
<tr>
<td>For 21-40 students, add .05 to base</td>
<td>.05</td>
</tr>
<tr>
<td>For 41-60 students, add .10 to base</td>
<td>.10</td>
</tr>
<tr>
<td>For 61-80 students, add .15 to base</td>
<td>.15</td>
</tr>
<tr>
<td>For 81-100 students, add .20 to base</td>
<td>.20</td>
</tr>
<tr>
<td>For &gt;100 students, add .25 to base</td>
<td>.25</td>
</tr>
<tr>
<td>For 0 credit courses (ex. 590, 560)</td>
<td>.05</td>
</tr>
<tr>
<td><strong>CLINICAL GUIDELINES:</strong></td>
<td></td>
</tr>
<tr>
<td>Direct Supervision with APNN clinical courses (7-10 students)</td>
<td></td>
</tr>
<tr>
<td>NUR 372</td>
<td>.25</td>
</tr>
<tr>
<td>NUR 372 (Peds and OB)</td>
<td>.25</td>
</tr>
<tr>
<td>NUR 375</td>
<td>.25</td>
</tr>
<tr>
<td>NUR 377</td>
<td>.50</td>
</tr>
<tr>
<td>NUR 379 Site visits</td>
<td>.05</td>
</tr>
<tr>
<td>*** OR ***</td>
<td></td>
</tr>
<tr>
<td>Precepted Clinical (Masters)</td>
<td></td>
</tr>
<tr>
<td>1 - 5 Students</td>
<td>.10</td>
</tr>
<tr>
<td>6 - 10 Students</td>
<td>.15</td>
</tr>
<tr>
<td>11 - 15 Students</td>
<td>.20</td>
</tr>
<tr>
<td>16 - 20 Students</td>
<td>.25</td>
</tr>
<tr>
<td>21 – 25 Students</td>
<td>.30</td>
</tr>
<tr>
<td>26 – 30 Students</td>
<td>.35</td>
</tr>
<tr>
<td>31 – 35 Students</td>
<td>.40</td>
</tr>
<tr>
<td>36 – 40 Students</td>
<td>.45</td>
</tr>
<tr>
<td>41 – 45 Students</td>
<td>.50</td>
</tr>
<tr>
<td>46 – 50 Students</td>
<td>.55</td>
</tr>
<tr>
<td>NP Site Visits</td>
<td>To be negotiated with Acad Dean</td>
</tr>
<tr>
<td><strong>LAB GUIDELINES:</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 362</td>
<td>.10</td>
</tr>
<tr>
<td>NUR 372</td>
<td>.05</td>
</tr>
<tr>
<td>NUR 376</td>
<td>.05</td>
</tr>
<tr>
<td>NUR 410</td>
<td>.10</td>
</tr>
<tr>
<td>NUR 414</td>
<td>.05</td>
</tr>
<tr>
<td>COURSE COORDINATION GUIDELINES (Didactic, Clinical, or Lab)</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Clinical/Lab Coordinator</td>
<td>.05</td>
</tr>
<tr>
<td>&gt;3 Faculty</td>
<td>.10</td>
</tr>
</tbody>
</table>

**ADDITIONAL CREDITS:**

| If course is new to SON or faculty                        | Negotiated with Academic Dean |
| On-line course (development)                               | .10 |
| APNN Cohort Coordinator                                    | Negotiated with Academic Dean |

**EDUCATIONAL SUPPORT ACTIVITIES:**

| Academic Advising (UG/MS students): 0 – 10 students | 0.00 (min expectation) |
| 11-15 students                                      | .01 |
| 16-20 students                                      | .03 |
| 21-25 students                                      | .05 |
| 26-30 students                                      | .07 |
| >30 students                                        | .10 |

(APNN Advisor - .05 Only)

| DNP Academic Advisor                                   | .03 |
| DNP Capstone Project Chair                             | .05 |
| DNP Capstone Project Committee Member                  | .03 |

PhD Advisement, per student (12 month activity) (workload reflects 12 month commitment)

| PhD Academic Advisor* (from admission through committee formation) | .03 (1 hour/week) |
| PhD Dissertation Advisor* (from formation of committee through completion of defense) | .05 (2 hours/week) |
| PhD NRSA sponsor AND advisor or dissertation chair*            | .06 |
| PhD Dissertation Committee Member                           | .03 |
| PhD Dissertation Committee Member AND NRSA co-sponsor         | .04 |

*Cap of 5 students chaired, per AACN quality guideline

1 Credit Hour Independent Study (with approval of Academic Dean) .02

2 - 3 Credit Hour Independent Study (with approval of Academic Dean) .04

**RESEARCH AND SCHOLARSHIP:**

Career Development/Mentoring

External Peer Review (grant review, abstracts, manuscripts) All to be negotiated with AD for Research/Dean

Internal peer review

Research Grant Submission

P.I. (unfunded) on Grant

Co P.I./ Member (unfunded) on Grant

Consultant (unfunded) on Grant

Planned Manuscript Submission

National Presentations/Preparation (poster, panel, podium)

**SERVICE TO SON, URMC, UR and beyond:**

**PROGRAM SPECIALITY DIRECTORS : (9 Month)**

<table>
<thead>
<tr>
<th>COMMITTEES:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Appointment and Promotion Committee</td>
<td>Chair: .02</td>
</tr>
<tr>
<td>Comp Exam Committee</td>
<td>Member: .01</td>
</tr>
<tr>
<td>Council on Diversity and Inclusiveness</td>
<td>Chair: .15</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>Member: .04</td>
</tr>
<tr>
<td>Doctoral Program Subcommittee</td>
<td>Chair: .05</td>
</tr>
<tr>
<td>Faculty Governance Committee</td>
<td>Member: .02</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>Chair: .04</td>
</tr>
<tr>
<td>Masters’ Subcommittee, Nurse Practitioner and Leadership Programs</td>
<td>Member: .01</td>
</tr>
<tr>
<td>Research Council</td>
<td>Chair: .02</td>
</tr>
<tr>
<td>Research Subjects Review Board, URMC/UR</td>
<td>Member: .01</td>
</tr>
<tr>
<td>Search Committee</td>
<td>Chair: TBN</td>
</tr>
<tr>
<td>Student Affairs Committee</td>
<td>Member: TBN</td>
</tr>
<tr>
<td>Tenure Committee</td>
<td>Chair: .02</td>
</tr>
<tr>
<td>Undergraduate Program Subcommittee</td>
<td>Member: .01</td>
</tr>
<tr>
<td>URMC Task Forces / Committees</td>
<td>Negotiated with Dean</td>
</tr>
<tr>
<td>University-wide Committees</td>
<td>Negotiated with Dean</td>
</tr>
<tr>
<td>National/Professional Committees</td>
<td>Negotiated with Dean</td>
</tr>
<tr>
<td>Faculty Diversity Officer</td>
<td>.25</td>
</tr>
</tbody>
</table>
IX. FACULTY POLICIES AND PROCEDURES

A. CONFIDENTIALITY OF FACULTY RECORDS

Please refer to the University of Rochester Faculty Handbook, Section I at the following web address: https://rochester.edu/provost/FacultyHandbook/

B. RESIGNATION

Faculty members are expected to notify their immediate supervisor well in advance of a planned termination. To provide a smooth transition of teaching, research and other responsibilities a written resignation submitted to the Associate Dean or Dean (3) three to (6) six months prior to the end of your appointment period or planned resignation is customary.

Upon leaving the University for any reason, all equipment purchased with University or grant funds will remain the property of the University.

C. REGULATIONS OF THE FACULTY CONCERNING: APPOINTMENT, PROMOTION AND TENURE

Preface:
Refer to Section IV Faculty Policies of the 2010 University of Rochester Faculty Handbook. Within that document, references are made to exceptions for the School of Nursing. In those instances, the regulations of the faculty of the School of Nursing supersede those found in the University Faculty Handbook.

D. SCHOOL OF NURSING STATEMENT OF FACULTY DUTIES, RANK, AND TENURE

Nursing is a practice profession. Faculty in schools of nursing must be able to maintain their professional expertise, to assess and develop research, and to influence the quality of care given by others. These multiple functions are of great importance to the School, and they deserve consideration for promotion and reward for the individual faculty member and for the continuing development of the School.

1. Types of School of Nursing Faculty
   a. Tenure Track
   b. Clinical Track
   c. Clinical Associate
   d. Senior Associate
   e. Adjunct
   f. 
   g. Research Associate

2. Qualifications of Faculty

Tenure track: doctorally prepared
Clinical track: advanced academic preparation, involved in clinical practice
Clinical Associate: advanced academic preparation preferred, clinical expertise relevant to educational needs of School of Nursing; employed by the University of Rochester and/or URMC.

Senior Associate: former SON ranked faculty member who is currently a UR doctoral student.
Adjunct: advanced academic preparation preferred; primary place of employment is outside of URMC.
Research Associate: doctoral preparation or equivalent.
Senior Teaching Associate: current U of R doctoral student; not former SON faculty.

3. **Tenure Track and Clinical Track Faculty**

Scope of Activities: Tenure Track and clinical faculty share in the responsibility of conducting the work of the School of Nursing as assigned through negotiation between the faculty and the administrative designees and consistent with the commitment to integration of education, practice, and research. All tenure track and clinical track faculty must maintain an orientation that supports the triad of education, practice, and research. Faculty will, however, be highly focused in two of the three areas (a dyad). Tenure Track and clinical track faculty are defined as individuals participating in all of the following activities over the length of their appointment.

a. Share and accept the philosophy of the School of Nursing that articulates with the mission of the University of Rochester.
b. Demonstrate scholarly productivity.
c. Accountable for the education of School of Nursing students.
d. Participate in the governance of the School of Nursing.
e. Interact directly and/or indirectly with consumers of nursing practice in ways that are clinical in focus and scholarly in outcome.
f. Involved in URMC and the University of Rochester academic community, the professional community, and the community at large.

**Faculty Functions:** The degree of involvement in faculty activities is dependent upon the declared dyad of the faculty member. In negotiating the dyad, the faculty also will negotiate to be clinical or tenure track. Usually the tenure track faculty will select education and research, and the clinical track faculty will select practice and research or practice and education. Part time clinical faculty who have either a primary or secondary appointment in the SON, may focus their involvement in only one of the missions, which is negotiated at the time of hire.

4. **Procedures for Appointments from Outside the University**

Appointments made from outside the University to ranks that do not involve promotion or tenure do not require review by a committee. Approval of the Senior Vice-Provost/Vice President for Health Affairs, Provost, and President is required for ranks higher than Assistant Professor.

An appointment made from outside the University that involves promotion to a rank higher than at the current institution and/or to a tenured position at this University requires internal and external review in precisely the same way and needs precisely the same supporting information as promotions and awards of tenure within the University. Offers made to external candidates that involve promotion and/or tenure must include the stipulation that the appointment is offered pending review by SON and University committees and approval of the Board of Trustees.

5. **Appointments from Other University Academic Units**

Faculty who have a primary appointment at another University of Rochester academic unit are given a secondary appointment in the School of Nursing at the same rank.

6. **Part-Time Faculty Appointments**

Refer to the 2018 University of Rochester Faculty Handbook. “Part-time positions will be without tenure and may be without any rank”, however, part-time faculty are subject to the customary rules and procedures for reappointment.
E. **CHANGING FACULTY TRACKS FROM CLINICAL FACULTY TO TENURE TRACK OR TENURE TRACK TO CLINICAL TRACK FACULTY**

Faculty members may request a change in track at any time. They must meet the criteria in the new track at the same rank currently held in order to change tracks. Once faculty members change tracks, they may not move back into the original track.

When a faculty member moves from the clinical track to the tenure track, the entire time allowed to achieve tenure will be as already stated in the University Faculty Handbook and will begin with the date of appointment to the tenure track. A faculty member who wants to apply time in the clinical track to time in the tenure track must negotiate this with the Dean of the School of Nursing at the time of appointment to the tenure track. The appointment letter will include a statement of the time allowed to achieve tenure.

1. Faculty member must initiate discussion regarding this request with their assigned Associate Dean at the time of the annual evaluation.

2. The Deans, based on the faculty mix and projected needs of the School of Nursing, will make an administrative decision regarding the request.

3. If the request is approved, faculty members must prepare their materials, as listed in the Procedure for Promotion or Procedure for Reappointment, in the requested track and send them to their assigned Associate Dean.

4. The Associate Dean will prepare a letter of support and submit the materials to the Associate Dean in the new track. This Associate Dean will prepare a letter of support, request any necessary internal/external letters of support and forward the materials to the appropriate committee for review.

5. The review committee will determine if the faculty member meets the criteria for reappointment/promotion at the requested rank.

6. The Dean will notify the faculty member in writing of the decision.

F. **NOTICE REGARDING REAPPOINTMENT**

Faculty on full-time contract of more than two years are to receive notice of the intent or not to be reappointed one year prior to the end of the contract. In the case when the full-time contract is for two years or less, the faculty member must be notified in writing whether or not he/she is to be reappointed five months before the appointment expires. Prior notification for faculty who have annual part-time contracts is not required.

G. **GRIEVANCE PROCEDURES, FACULTY**

The School of Nursing will conform to the Grievance procedures for faculty as outlined in the [www.rochester.edu/provost/FacultyHandbook/FacultyPolicies/Grievances](http://www.rochester.edu/provost/FacultyHandbook/FacultyPolicies/Grievances).
H. PROCEDURE FOR PROCESSING FULL-TIME SCHOOL OF NURSING FACULTY APPOINTMENTS

Faculty appointments provide the rights and privileges expressed in the by-laws for the term of the appointments. In general, faculty appointment terms are not synonymous with a specific term of employment and/or compensation.

Faculty appointments terms for clinical track faculty do not represent or imply employment or compensation terms.

Clinical faculty appointments are typically offered for a 3 to 5 year term. Full time clinical faculty positions in the School of Nursing do not carry a specified employment or compensation end date. They are to be considered on-going employees of the school. The term of employment would be dependent on academic program viability, adequate workload, and performance review.

Tenure track faculty do carry a specific appointment term which is consistent with the contract period for employment and compensation term. The appointment, appointment term, and the compensation for that term are specified in the faculty offer contract. The Dean will communicate all annual salary increases associated with the university wage and salary program in writing before July 1 of each fiscal year.

Also, for twelve month faculty appointment terms that carry a greater than 50% administrative responsibility there is no specific employment term or period. These positions are considered ongoing, provided adequate workload, performance and need. They serve at the pleasure of the Dean.

1. Vacancies

Associate Deans will identify vacancies in tenure track and clinical track faculty positions. Associate Deans, in collaboration with the Dean, will determine need for filling the position and/or revising the position.

2. Recruitment/Appointment Process

a. Position will be posted internally and/or externally by the appropriate Associate Dean or her/his designee.
b. Inquiries about positions will be forwarded to the office of the appropriate Associate Dean for follow-up.
c. Formal application will be made by all candidates to Associate Dean/designee. The Associate Dean/designee will review applications and interview appropriate applicants. Based on the needs of School and the candidate’s qualifications, track will be determined.
d. References will be requested and reviewed by the Associate Dean/designee and interviews scheduled. Faculty candidates seeking appointment at the rank of Associate Professor or Professor may have selected interviews with a University administrator and/or interdepartmental faculty as deemed appropriate by the Associate Dean.
e. Tenure Track Faculty candidates will be asked to give a faculty presentation.
f. All interviewers will forward responses to the Associate Dean/designee.
g. For appointments at or above the Associate Professor rank, the Dean will request review by the appropriate committee (Tenure Track or Clinical). Following this, the Associate Dean will forward his/her request for appointment to the Dean for action.
I. PROCEDURES FOR APPOINTMENT, REAPPOINTMENT AND PROMOTION WITHIN THE TENURE TRACK

The faculty member should review the full text regarding appointment, reappointment and promotion within the tenure track in the University of Rochester, Faculty Handbook and the School of Nursing Faculty Handbook.

1. Procedure for Reappointment within Rank for Assistant Professors in Tenure Track

The review for reappointment allows the Assistant Professor to engage in a process of self- and peer-evaluation focused on productivity, quality of contributions, and career goals. Because the process is similar to that for promotion and tenure decisions (with the exception of external letters of reference), it can help the Assistant Professor to understand the nature and requirements of these reviews. Assistant Professors on contracts that exceed two years are to receive notice of the intent to be or not to be reappointed one year prior to the end of the contract. Therefore, for those people, reviews for reappointment are conducted the second term of the academic year prior to the last year of the faculty member's current contract. Decisions for reappointment of Assistant Professors are made by the Associate Dean for Research responsible for the faculty member's annual evaluation and the Dean. A description of the annual evaluation process is contained in the section devoted to the school’s overall evaluation plan.

Procedure for Reappointment:
1. The faculty member and Associate Dean for Research responsible for the faculty member’s annual evaluation discuss the feasibility of reappointment from both persons’ standpoints.

2. By February 1 for fall appointment or October 1 for spring appointment, the Associate Dean for Research solicits the following material from the faculty member:
   a. An updated curriculum vitae.
   b. A career development statement that includes the following:
      • The substantive focus of effort, since receiving the doctoral degree, in research, education, and professional service; the theme(s) that are common among them; and their relationship.
      • Goals that delineate the career trajectory for the next five years.
      • Objective evidence should be referenced and interpreted within the career development statement. Evidence may include: details about grant proposals submitted (such as title, role on the proposed research, funding period, funding agency, amount of money requested, review summaries, outcome of reviews or award letters); summaries of student and faculty evaluations of courses offered; publications resulting from scholarly efforts; and documentation of contributions to professional service. Full reports or details can be appended.
      • Goals for the years covered by the next appointment. These should be more specific than “to achieve promotion” but not so specific that the general focus of interests and commitment is lost. Documentation of a plan for gaining a national reputation for substantive contributions in an area should also be provided.
c. Names of at least three internal references (the Associate Dean for Research solicits the internal letters of reference and these letters are confidential).

3. The Associate Dean for Research submits the material prepared by the faculty member, internal letters of reference, and his/her recommendation with respect to reappointment to the Dean of the School of Nursing by March 1.

4. The final decision with respect to reappointment rests with the Dean of the School of Nursing who notifies the faculty member about the decision.

Note:

Faculty members are advised to give thought to and seek advice about the manner in which they prepare a career development statement and present themselves. Common threads that tie together activities across areas of function should be identified in the career development statement. The pattern of development of scholarly work should be highlighted as well as evidence about the extent to which the scholarly work has contributed to the advancement of the discipline of nursing as well as other disciplines if indicated.

2. **Third Year Review for Tenure Track Faculty**

**Purpose:** The third year review is intended to provide tenure track faculty with written narrative feedback from the Academic Appointment, Promotion, and Tenure (AAPT) committee, to be used by assistant professors in consultation with the Associate Dean for Research (ADR) to plan activities toward promotion and tenure. In consultation with the ADR, this review process can also be used by others seeking a formal portfolio review by the AAPT committee.

**Relation to Annual Review:** The third year review should be discussed in the annual reviews in Years 1 and 2 to promote readiness for this evaluation. For example, peer teaching evaluations should be arranged in advance of the third year. This review will take the place of the written self-evaluation component of the annual review in the 3rd year. An update may be added in the spring as needed.

**Relation to Contract Renewal:** Similar to annual evaluations, the narrative produced in the third year review can provide data to inform contract renewal, but it does not represent a recommendation for or against contract renewal from the AAPT Committee.

**Relation to Junior Leave:** The 3rd year review is not a judgment on whether the faculty member merits a junior leave, but it can inform the discussion of the faculty member and ADR about junior leave. If leave is granted, activities during the leave should address one or more of the review’s recommendations.

**Timing and Steps of Review:** The review should be completed within the 3rd year. If the tenure clock has been altered by family leave or other contingencies, the timing of the review could be modified based on negotiations with the ADR.

A. **By January 1** (for July-September hires) or (September 1 for January hires) of the 3rd year in the tenure track, the faculty member submits a portfolio to the ADR. The portfolio should include:

1. A complete CV and copies of articles published since appointment to the tenure track in the SON.
2. A self-evaluation in the areas of research, teaching, and service.
a. Research will be a major focus, and the self-evaluation should include a description of work in progress and future directions.
b. Teaching self-assessment should respond to student and peer evaluations and indicate plans for growth over time.
c. Service should include SON activities, but the focus should be on involvement at the University level and in regional and national scholarly and professional activities. SON committee service is valuable but is not considered a substitute for wider involvement.

3. Copies of submitted grant proposals and outcomes if available (scores, critiques, decision letters).
4. A list of grant proposals and manuscripts in preparation, including the intended dates of submission and the funding agencies or journals to which materials will be submitted.
5. Course/teaching evaluations, including peer evaluations by fellow faculty in consultation with the appropriate Program Director.

B. The ADR reviews the portfolio and provides any feedback or suggestions to strengthen the presentation.

C. By February 15 (for January hires) or (October 15 for July-September hires), the revised portfolio is submitted to the chair of the AAPT committee.

D. The AAPT committee reviews the portfolio and agrees on the content of a narrative summary. The report should include:
   a. Strengths
   b. Weaknesses
   c. Recommendations
   It should represent the views of the committee as a whole. Minority opinions on strengths and weaknesses can be reflected, but support of the recommendations should be unanimous.

E. By May 1 (for January hires) or (December 1 for July-September hires), the narrative summary is sent to the faculty member and ADR.

3. Promotion to Associate Professor With or Without Tenure

In the School of Nursing there are two routes to consideration for tenure:
1. Promotion from Assistant Professor to Associate Professor with tenure
2. Promotion from Associate Professor without tenure to Associate Professor with tenure

4. Criteria for Promotion to Associate Professor With Tenure

Promotion is many things: it is a signal of encouragement, a vote of confidence in future performance, and an acknowledgment of current teaching and scholarly performance.

Appointment or promotion to Associate Professor is reserved for faculty who have demonstrated broad knowledge and scholarship by an appropriate combination of: 1) excellence in teaching; 2) excellence in research, as judged by meritorious, scientific publications; 3) promise of continued research productivity and independence and creative contributions to basic or clinical science; 4) academic leadership; and 5) service to the School and the University.

The School of Nursing, in recognition of our mission toward pre-eminence in research, requires significant and consistent record of funded research to be considered for tenure.
5. **Promotion Without Tenure**

The option of promotion from Assistant Professor to Associate Professor without tenure is used by the School of Nursing in recognition that the expectations for scholarship in nursing have changed dramatically in recent years. In this changing academic environment, there may be individual situations where development of the level of productivity expected for full tenure has occurred at a slower rate. Promotion to Associate Professor without tenure is an appropriate step when the candidate shows promise of meeting the requirements for tenure within the time limits of the non-tenured appointment. In the review process, evidence for why the candidate does not meet requirements for tenure consideration will be reviewed as well as how the proposed goals for the non-tenured appointment may be expected to result in meeting the requirements for tenure within 5 years. Promotion without tenure should not be used to retain a person who has little prospect of eventual tenure. Promotion to Associate Professor without tenure is normally a five year appointment.

6. **Timing of Promotion to Associate Professor**

Assistant Professors in the tenure track must be reviewed for promotion with or without tenure no later than the sixth year of their appointment in rank, so that notification of intent to promote (or not to promote) may be issued no later than one year before the final appointment as Assistant Professor expires.

For tenure review of Associate Professors without tenure, review must take place no later than the next-to-last year before the appointment as Associate Professor without tenure expires in order that notification of intent to award tenure (or not to award it) may be given no later than one year before the appointment as Associate Professor without tenure expires.

J. **PROCEDURES FOR APPLICATION FOR PROMOTION AND/OR TENURE**

The School of Nursing candidate will follow the generally stated Criteria for Promotion in the University of Rochester Faculty Handbook and selected criteria that apply to the School of Nursing, as indicated above in A3. The SON AAPT committee review procedures differ from those of River Campus. These are described below:

1. In the year preceding the planned application for promotion, generally the 5th year of appointment as Assistant Professor, the candidate will prepare materials for review by the SON AAPT Committee.

2. By September 1 for (July–September hires) or February 1 (for January hires), materials should be sent to the Chair of the AAPT committee, who will forward them to the AAPT committee members. Tenure track faculty members who plan to apply for promotion and/or tenure earlier than is required should submit materials to the APPT Chair by these same due dates, either September 1 or February 1. These materials include:
   a. An updated curriculum vitae.
   b. A career development statement that includes the following:
      1. The substantive focus of effort, since receiving the doctoral degree, in research, education, and professional service; the theme(s) that are common among them; and their relationship. Objective evidence should be referenced and interpreted within the self-evaluation statement. Evidence may include: details about grant proposals submitted (such as title, role on proposed research, funding period, funding agency, amount of money requested, outcome
of reviews such as award letters); summaries of student and faculty evaluations of courses offered; referred publications resulting from scholarly efforts; and, documentation of contributions to professional service.

2. Goals that delineate the career trajectory for the next five years. Goals should be more specific than “to achieve tenure” but not so specific that the general focus of interests and commitment is lost. Since promotion decisions place significant weight on future expectations, clarity in this section is especially important.

c. The name and full contact information for colleagues in the University community outside the SON who has direct knowledge of the faculty member’s contributions in research and (if appropriate) in education, practice, and/or community service. Up to 3 names may be submitted of colleagues or collaborators within or outside UR. These individuals preferably are at the Associate Professor or Professor rank, and at least at the rank which the faculty candidate seeks.

d. Copies of all publications, grant abstracts, and award letters or other evaluative information that the faculty member has produced since initial appointment as an Assistant Professor.

e. All teaching evaluations.

f. The names and contact information for 6-8 persons in other universities who are able to critically evaluate the faculty member’s past/present scholarly efforts and estimate her/his future promise. External reviewers should not be closely connected personally with the candidate, e.g., advisor, co-authors, co-investigators, etc. A brief background description should be provided for each potential reviewer so that the relevant expertise of the evaluator is apparent.

g. Any other documentation directly relevant to evaluating the faculty member’s contributions.

3. Internal Review Process

a. A review and recommendation will be made by the AAPT Committee (composed of all tenured faculty members) by October 1 (or March 1) about whether there is initial support for the application and, if so, the level of promotion (with or without tenure). The recommendation is communicated to the Dean in writing. If the faculty has given initial support for the application, the external review can go forward. The candidate will be informed of these decisions by the School of Nursing Dean shortly thereafter.

b. SON faculty who so desire may write their own letters of evaluation and submit them to the Dean’s office for inclusion in the portfolio of evaluation material. These letters should address not only the applicant’s scholarly productivity and promise but his/her contributions to teaching and the SON community.

4. The Dean of the School of Nursing designates two tenured faculty as an ad hoc group.

a. The SON ad hoc group will review the application and, with input from the Committee, identify suitable external evaluators from the candidate’s list and an approximately equal number from the scholarly community at large. External reviewers should not be closely connected personally with the candidate, e.g., advisors, co-authors, co-investigators, etc. At least 6 letters should be collected from reviewers outside the University. At least one letter
should be collected from a research colleague of the candidate outside the SON, whether from URMC or outside the University.

b. The SON ad hoc group is responsible for securing initial agreements from external reviewers to write letters and providing their contact information and a draft letter to the Dean’s office. The Dean of the School of Nursing signs the letters to external reviewers. Letters soliciting evaluation of the candidate may request different information from different people according to associations/expertise. All letters should:

1. Indicate to reviewers that their letters will be held in confidence and will be used only for the purpose of reviewing the case.
2. Be accompanied by the candidate’s curriculum vitae, career development statement, and three representative publications selected by the ad hoc committee.
3. Ask for specific comments rather than general. This may be in the form of a list of criteria on which the candidate will be evaluated.
4. Ask the reviewers to compare the candidate with other people at the same career stage.
5. Set a due date for obtaining the information.
6. Request a copy of the reviewer’s curriculum vitae.

c. The SON ad hoc group facilitates collection of letters and vitae from external reviewers and writes the initial draft of a letter on behalf of the Committee to the Dean, summarizing the applicant’s strengths and any concerns or other considerations expressed in internal and external reviewer letters.

5. The AAPT Committee members review and discuss all accumulated materials including internal and external letters. A vote is taken recommending for or against promotion and/or tenure. The outcome of the vote and main points of the discussion are included in the final version of the summary letter to the Dean of the School of Nursing.

6. After reviewing the collected case materials and the AAPT Committee’s recommendations, the Dean decides whether to forward a recommendation and puts that decision in writing. The Dean forwards the recommendation, along with three full copies of the collected case materials, to the Senior Vice Provost/Vice President for Health Affairs.

7. The Senior Vice Provost/Vice President for Health Affairs, in consultation with the Dean of the School of Nursing, designates an ad hoc committee of three faculty members from among University faculty to review the matter. One of the ad hoc committee members is a faculty member from the School of Nursing and the other two members are chosen on the basis of the appropriate match for the scholarship of the faculty member under review.

8. The recommendation of the University ad hoc committee is forwarded in writing to the Senior Vice President for Health Sciences and CEO of University Medical Center.

9. The Senior Vice-President for Health Sciences and CEO of University Medical Center forwards his/her recommendation, along with all previous recommendations to the President and Provost. The President and Provost subsequently pass their own recommendation (when positive) to the Executive Committee of the Board of Trustees for final action.
General Points:

In cases of faculty who are in administrative positions (e.g., Associate Deans) the Dean initiates the review process.

All dates in this document apply when the appointment begins July 1 or January 1. Appropriate adjustments are made if the appointment begins on another date.

K. CRITERIA FOR PROMOTION FROM ASSOCIATE PROFESSOR WITH TENURE TO PROFESSOR

"This promotion may be awarded when a tenured individual has continued to grow in intellectual leadership and in teaching excellence, and has in this way become a senior authority in the country, a valuable teacher, and an important contributor to the School or University or both" (University of Rochester Faculty Handbook).

In addition to a continued significant and consistent record of funded research as associate professor, the full processor will demonstrate national recognition as an authority in an area of scholarship, as demonstrated by, for example, invited or elected service on national boards, study sections, or expert panels; and will be recognized as a valued citizen of the SON and the University, by effective leadership on SON committees and initiatives and representation of the SON on university-wide groups.

L. TIMING OF PROMOTION FROM ASSOCIATE PROFESSOR WITH TENURE TO PROFESSOR

Consideration for promotion to Professor may be initiated at any time during appointment as an Associate Professor with tenure. To insure that the opportunity for promotion is considered on a regular basis, the Dean and/or Associate Dean for Research, as part of annual evaluations of the tenured associate professor, will review progress toward the promotion criteria at each annual review and advise the associate professor on appropriate timing for promotion. In addition, at any time, a tenured associate professor or the Dean/ADR may submit a faculty CV and request brief written feedback from tenured full professors in the AAPT on promotion prospects.

M. PROCEDURE FOR PROMOTION FROM ASSOCIATE PROFESSOR WITH TENURE TO PROFESSOR

1. The materials prepared by the candidate will include:

   a. An updated curriculum vitae that includes all scholarly achievements, all courses taught, all students mentored in an official capacity, and all committee, board, and study section service both inside and outside the SON and UR.

   b. A career development and goals statement as described for Associate Professor but focused on how the candidate meets the Full Professor criteria.

   c. The name and full contact information for at least one colleague in the University community outside the SON at the full professor rank who has direct knowledge of the faculty member’s contributions in research and (if appropriate) in education, practice, and/or community service.

   d. The names of and full information for contacting 6-8 persons in other institutions at the full professor rank who are able to critically evaluate the faculty member’s past/present scholarly
e. efforts and estimate her/his future promise. A brief biographical sketch for each person identified should be provided so that the relevant expertise of the evaluator is apparent.

f. Any other documentation directly relevant to evaluating the faculty member’s contributions.

2. The Dean of the School of Nursing designates two tenured full professors to manage the review of the promotion documents. In consultation with all tenured full professors the two tenured full professors identify external reviewers, oversee the invitation of external and University community reviewers and collection of letters and provide an opportunity for tenured full professors to review all relevant case materials. Six external letters and one colleague letter are required. In a summary letter signed by all or in a separate letter if desired, all tenured full professors make a written recommendation concerning promotion to the Dean of the School of Nursing.

After reviewing the collected case materials and the full professors’ recommendations, the Dean decides whether to forward a recommendation and puts that decision in writing. The Dean forwards the recommendation, along with a full copy of the collected case materials, to the Senior Vice President for Health Sciences and CEO of University Medical Center.

3. The Senior Vice-President for Health Sciences and CEO of University Medical Center forwards his/her recommendation, along with all previous recommendations to the President and Provost. The President and Provost subsequently pass their own recommendation (when positive) to the Executive Committee of the Board of Trustees for final action.

N. NON RANKED FACULTY APPOINTMENTS

a. Clinical Associate

Has direct or indirect involvement with the School of Nursing through the education of students or the delivery of care. This appointment assumes the individual has the willingness and potential to perform a role associated with the School of Nursing education or practice programs. The individual serves as a clinical preceptor in his/her area of expertise, presents lectures in the area of expertise and facilitates access to a clinical site or patient population.

The Clinical Associate Director, Director of Soive Institute for Advanced Practice, Clinical Assistant Dean, or COO, requests the appointment using the SON Clinical Associate Appointment form, which is forwarded to the Associate Dean (AD) of Education and Student Affairs. The AD can appoint the individual for up to five years, with annual review. The AD of the School of Nursing initiates the reappointment process.

b. Senior Associate

Has held a previous ranked appointment in the School of Nursing and is currently matriculated in any University of Rochester doctoral program of study. This appointment is awarded when the individual has demonstrated the willingness and potential to perform a role associated with the School of Nursing education or practice program. This individual engages in scholarly activity, facilitates student learning teaches classes, and may participate in faculty governance with no vote.

The appointment is made by the Associate Dean of Education and Student Affairs and is renewed annually.
c. **Research Associate**

Research Associate is the title assigned to a person with a doctoral degree or the equivalent who is employed on a research contract or grant. Under special circumstances this title may be used for an individual with a master’s degree, who has acquired specialized education or has a particular research focus and has extensive research experience. The person appointed as a Research Associate is eligible to serve as a member of the teaching faculty in graduate and undergraduate programs.

O. **CLINICAL TRACK FACULTY**

Preface

The guidelines in this document reflect desirable reappointment and promotion practices for clinical track faculty in the School of Nursing. The intent is to clarify policies in sufficient detail so expectations regarding the breadth and depth of clinical practice/administration, teaching, research, scholarly activity and community service required for reappointment and promotion of the clinical track faculty are known by all concerned. Concomitantly, these guidelines may assist clinical faculty members in establishing timely direction in their professional activities and contributions. The ultimate end is the achievement of desired goals for faculty members that are consistent with the needs of the profession and the mission of the School, URMC and the University.

Clinical track faculty shares with tenure track faculty the responsibility of conducting the work of the School as assigned through negotiation between the faculty and administrative designees. All clinical track faculty, like tenure track faculty, must maintain an orientation which supports the triad of education, practice and research. Faculty will be highly focused in two of three areas: practice, education and/or research (a dyad).

The following statements are intended to be used as guidelines and illustrate level of function appropriate for each rank, and are not intended to be considered as inclusive or exclusive requisite for rank. It is assumed that the level of function for all previous ranks has been demonstrated.

**Ranked Clinical Track Faculty**

Clinical faculty members support the mission of the School of Nursing, URMC and the University. Clinical faculties actively participate in practice and influence the quality of care through:

- Development of standards of care
- Performance improvement activities
- Education of staff and students
- Collaboration in research activities
- Consultation
- Administrative activities
- Other

These functions are important to the growth of the School of Nursing. Individuals are reviewed for appointment, promotion or reappointment based on accomplishments in these activities.
1. **Scope of Activities**

Clinical track faculty share responsibility with tenure track faculty for conducting the work of the School of Nursing through the integration of practice, education, and research. Clinical track faculty choose to focus in two of these three areas (dyad).

Clinical faculty participate in School of Nursing activities for the length of their appointment through:

- Demonstration of scholarly activity
- Accountability for the education of the students of the School of Nursing
- Participation in governance of the School of Nursing
- Involvement in URMC, and/or University of Rochester professional community activities
- Involvement with the consumers of nursing care

2. **Choosing a Dyad**

Clinical faculty choose to focus in two of three areas of practice, education or research. The individual discusses areas of interest with the appropriate practice administrator and the Dean of the SON. In applying for appointment, promotion or reappointment, the individual declares a dyad and addresses the criteria under the components of the dyad at the level sought.

1. **Practice**: includes direct and indirect patient care and lends itself to broad interpretation of the practice domain, including consultant and administrative roles.

2. **Education**: inclusive of activities that create environments supportive of staff/student learning in School of Nursing and Nursing Practice priority areas and that effectively advocate for nursing within the health care system. Consists of teaching within the context of curriculum development and course instruction within the School of Nursing or the broader University community.

3. **Research**: involves developing researchable questions and, developing or collaborating in the development of, research projects/ grants. Seeks to improve the care of individuals or a population through such activity.

Information that follows outlines the characteristics, requirements and skills of individuals at various levels. Qualifications for appointment, promotion and reappointment are addressed in table format. This information should assist individuals in formulating goals for advancement.

3. **Clinical Faculty Ranks**

Clinical faculty are expected to exhibit increasing commitment to and achievement in practice, and education or research at each promotional level as indicated in the Criteria for Assessment and Planning and as described at each level:

1. **Instructor**: Exhibits leadership potential in practice/administration; provides creative learning environments as a teacher; demonstrates interest in scholarly activity consistent with Criteria for Assessment and Planning at Instructor rank.

2. **Assistant Professor**: Demonstrates competency in practice/administration, teaching or scholarly activity consistent with Criteria for Assessment and Planning at Assistant Professor rank.
NOTE: Those who are prepared at the doctoral level may enter at this rank with no previous collegiate teaching experience.

3. Associate Professor:
Record of excellence in practice/administration, teaching and scholarly productivity consistent with the Criteria for Assessment and Planning at the Associate Professor level.

4. Professor:
Demonstrates a sustained record of excellence in practice, administration, teaching and a sustained and growing record of scholarly eminence consistent with the Criteria for Assessment and Planning at the Professor level.

Ranked clinical track faculty fulfills many roles within the School of Nursing. Flexibility in defining these roles assures that the School can recruit clinical faculty from a broad range of experts within and outside the URMC to meet the diverse needs of our programs and students.

Clinical faculty title and roles and requirements include:
- Primary SON Full time appointments
  - Maintain a clinical practice
  - Maintains national certification in area of specialty
  - Be able to teach across program
  - Provide clinical expertise and scholarship within the faculty
  - Contract is indefinite but can be renegotiated as needed
- Primary SON-Part Time
  - Active in either teaching or research
  - National certification if teaching in a clinical course in MS or DNP programs
  - Teaching assigned based on interest of faculty and availability of courses
  - Annual contract
- Joint appointments
  - A percentage of salary is paid for SON for a specified time/assignment
  - If primary appointment is SON – see above for FT or PT
  - If primary contract is outside SON – annual contract is determined based on availability of courses and expertise of faculty
- Full or part time employed in another setting:
  - No pay appointment and receives no regular salary from SON
  - Has no formal appointment in SON but contributes in significant way (guest lecture, precepting)
  - Maintains a clinical practice.
- Annual appointments
  - Hired on an annual contract
  - Salary is determined on SON needs and should be clearly identified per semester/academic year
  - Has a clinical focus
- Secondary appointments
  - Have a primary appointment in another department or school within the university
  - May or may not receive a salary from the SON
  - Maintains a clinical or research focus in their primary department
- Administrative appointments (nurses and non-nurses)
  - Receives no pay from SON unless contracted to receive pay
  - Contributes in many ways to SON (teaching courses, guest lecturing, precepting, vacillating clinical placements)
4. **Qualifications and Appointment Timeframe in Rank - Clinical Track**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Years of Experience</th>
<th>Minimum credential</th>
<th>Term</th>
<th>Maximum time in rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>12 mos. Clinical experience in current area</td>
<td>Master’s Degree</td>
<td>1 to 3 years</td>
<td>No limit on the number of reappointments;</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2 years in current area</td>
<td>Master’s Degree</td>
<td>3 to 5 years</td>
<td>No limit on the number of reappointments;</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5 years teaching experience</td>
<td>Doctorate</td>
<td>Up to 5 years</td>
<td>No limit on number of reappointments;</td>
</tr>
<tr>
<td>Professor</td>
<td>10 years teaching experience</td>
<td>Doctorate</td>
<td>Up to 7 years/ indefinite</td>
<td>No limit on number of reappointments;</td>
</tr>
</tbody>
</table>

P. **APPOINTMENT/PROMOTION/REAPPOINTMENT PROCESS**

The Dean makes all initial appointments and reappointments at the instructor and assistant professor ranks. The Dean also makes reappointments at the associate and professor ranks. Faculty whose primary appointment is in the School of Nursing who wish to be considered for promotion to associate professor or higher should first discuss their intentions with their reporting Dean during the annual performance evaluation process. A list of potential candidates eligible for promotion will be shared with the chairperson of the Committee for Clinical Appointment and Promotion annually no later than September 1st. Faculty should work closely with the chairperson to prepare supporting materials as outlined below. The Committee for Clinical Appointment and Promotion will accept/process notebooks for consideration of promotion twice annually: March 1st and October 1st.

**Process for Review of Materials for Promotion to Associate Professor or Professor of Clinical Nursing**

Once the individual faculty member has obtained the support of the Dean/Associate Dean to whom they report, they should contact the chair of the Committee for Clinical Appointment and Promotion to discuss when they plan to submit their materials and to seek guidance as needed.

The notebook submitted to the chairperson of the Committee for Clinical Appointment and Promotion should include: a letter to the Dean requesting consideration for promotion, curriculum vitae, and names and contact information for three or more potential external reviewers who are at or above the requested rank at their respective academic institution. As described in detail under Materials to Submit for Promotion sections, the notebook should also contain examples of evidence in support of the promotion request in each area (i.e., practice, education, community service/professional leadership, and research/clinical scholarship). Evidence submitted should be from the past three to five years and support the promotion criteria as outlined in the SON Faculty Handbook (see A Guide to Self-Assessment and Goal Submission section).

The administrative staff member who supports the committee sends a letter requesting review and recommendation to the external reviewers on behalf of the committee chairperson. This letter should be accompanied by the criteria for promotion, the faculty member’s CV, and a copy of their Self-Assessment and Goals. The requested return date is one month after the date of the letter. External reviewers will be
asked to address their responses to the Dean of the SON, and returned to the Chairperson of the Committee for Clinical Appointment and Promotion.

Once the letters are received, they are placed in a folder marked *Confidential* and one member of the committee (ideally at or above the rank being requested) reviews all the materials and drafts a summary on behalf of the committee. The rest of the committee members review the summary and make suggested revisions. The summary is then finalized by the committee at the next meeting. The final version becomes the official letter from the Committee for Clinical Appointment and Promotion to the Dean with recommendation. The committee recommendation letter is placed in the confidential folder along with letters from external reviewers, and submitted with the notebook to the Dean for review. Following the Dean’s recommendation, the notebook minus confidential letters is returned to the candidate. Letters are kept on file in the Dean’s office.

**SMH Employees**

Individuals who consistently precept graduate or undergraduate students or who consistently provide guest lectures for the School of Nursing, and have a primary Strong Memorial Hospital position, can apply for clinical associate recognition. Application for clinical associate status is submitted to the Program Director or Associate Dean, and includes:

1. Letter requesting Clinical Associate appointment
2. Submission of an updated CV
3. Copies of their current licenses and any certifications.

Individuals who precept or guest lecture, but are employed outside of the University of Rochester can apply for adjunct faculty status using the same process.

1. **Instructor or Assistant Professor**

   Application for Clinical Instructor appointment occurs collaboratively among the individual advanced practice nurse, the practice administrator and/or Associate Dean, and the Dean of the School of Nursing. **The candidate submits to the Dean:**

   - Letter requesting appointment, including declared dyad
   - Updated CV
   - Copy of current nursing license(s) and certification(s)
   - Internal letter of support from a peer colleague
   - Self-assessment based on the Criteria for Planning and Assessment at the Instructor/Assistant Professor level
   - Goals for work at the Instructor/Assistant Professor level

2. **Associate Professor or Professor (full time or part time status)**

   **Materials to Submit for Initial Appointment:**

   Initial appointment for primary (FT SON)

   **Instructor or Assistant Professor rank***:

   1. Letter to Dean with rank specified, and including rationale for appointment
   2. CV
   3. Copy of licenses and certifications
   4. Letter of support from peer/colleague
Associate Professor or Professor rank*:
1. As above
2. Self-assessment based on Criteria for Planning and Assessment of the Associate/Full Professor level
3. Goals for appointment
*The Dean has the authority to appoint a faculty to the rank consistent with the faculty member’s qualifications and experience. If the appointment is at the associate or professor level, the Committee for Clinical Appointment and Promotion must review and endorse this appointment within 1 year.

Materials to submit for Promotion to Associate Professor or Professor:

Prepare a 3-ring notebook with divider tabs containing each of the following:

1. Letter to Dean of SON requesting promotion within stated dyad and request indicating rationale for request
2. Updated CV
3. Copies of current nursing license(s) and certification(s)
4. Letter from practice administrator or associate dean supporting request for promotion
5. The names and contact information of three colleagues external to the University of Rochester at the desired rank or higher who can address contributions to practice, education and research. If applying for promotion to Associate Professor, only one must be external to the University, but all need to be external to the School of Nursing.
6. Self-assessment based on Criteria for Planning and Assessment at the appropriate level addressing the required spheres of professional influence (practice, education, community service/professional leadership)
7. Goals for promotion and anticipated outcomes

Process
1. Candidate submits materials for review to the Committee for Clinical Appointment, and Promotion.
2. The Committee for Clinical Appointment and Promotion works with the Associate Dean for Education and Student Affairs to obtain external/internal letters of support or additional documentation as needed.
3. The Committee for Clinical Appointment and Promotion reviews materials and forwards findings and recommendations in writing to the Dean of the SON for all initial appointments, promotions, and reappointments at the Associate Professor and Professor level.
4. The Dean forwards findings and recommendations to the Senior Vice Provost/Vice President for Health Affairs, who then forwards the recommendations to the Provost for action. The President/Trustees send a letter informing the individual of the decision.

Materials to apply for Re-appointment:

Clinical Associate through Assistant Professor:
Renewed through the Dean’s office according to the initial appointment (3 to 5 years)
Current CV and copies of current nursing license(s) and certification(s) must be in file.

Associate Professor or Professor:
- Primary SON: FT or PT: Annual performance review and evaluation is sufficient for re-appointment
Joint Appointment: For SMH employees: Portfolio addressing the required spheres of professional influence (practice, education, community service/professional leadership) is sufficient for re-appointment. For all others an equivalent annual review may be submitted. If needed, additional documentation may be required.

Non SMH FT/PT: Letter requesting re-appointment and copies of current nursing license(s) and certification(s) and updated CV

Administrative: SON Dean will notify them of their appointment – requesting an updated CV

Secondary appointments: A letter inviting them to be re-appointed will be sent along with a request for copies of current nursing license(s) and certification(s) and updated CV.

3. **Guide to Self-Assessment and Goal Submission**

(Present evidence from all categories. Dot points should be profiled based on contributions. Each dot point does not need to be addressed.) Also refer to Criteria for Assessment and Planning at the appropriate rank.

<table>
<thead>
<tr>
<th>Practice</th>
<th>School of Nursing/ Nursing Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice development/management</td>
<td>Syllabi</td>
</tr>
<tr>
<td>Committee work</td>
<td>Course coordination</td>
</tr>
<tr>
<td>Innovative practice changes and evaluation of outcomes</td>
<td>Curriculum development, classroom lectures</td>
</tr>
<tr>
<td></td>
<td>Clinical precepting</td>
</tr>
<tr>
<td></td>
<td>Staff in-services</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe site of practice, practice activities, practice innovations with outcomes, evidence based practice with outcomes, programs developed, 2 years goals, accomplishments and future goals, clinical research and grants</td>
</tr>
<tr>
<td></td>
<td>Previous performance evaluations that depict these activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patients/families:</th>
<th>Activities for Professional Colleagues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative patient and family education program development and evaluation</td>
<td>Presentations description/evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching tools</td>
</tr>
<tr>
<td></td>
<td>Parent/patient education program description/evaluation/sessions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
<th>Community:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Nursing/ Nursing Practice:</td>
<td>Written communication</td>
</tr>
<tr>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>Course coordination</td>
<td></td>
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</tr>
<tr>
<td>Staff in-services</td>
<td>Community:</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Presentations</td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Description of practice, practice activities, practice innovations with outcomes, evidence based practice with outcomes, programs developed, 2 years goals, accomplishments and future goals, clinical research and grants</td>
</tr>
<tr>
<td></td>
<td>Professional presentations-lists/briefly describe and include summary of evaluations</td>
</tr>
</tbody>
</table>

|                           | Syllabi |
|                           | Class/course outline          |
|                           | Courses developed            |
|                           | Lectures                     |
|                           | Student evaluations of course, teaching or, student precepting |
|                           | SON involvement including course or curriculum development, committee membership/leadership. |
|                           | Previous performance evaluations depict these activities. |

|                           | Copy of publication(s)         |
|                           | Professional presentations-lists/briefly describe and include summary of evaluations |

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| Community service/ Professional Leadership (Community Internal or External to Univ. of Rochester) | • Professional advancement/certification  
• Participation in professional organizations  
• Professional advocacy  
• Leadership in patient advocacy groups  
• Legislative advocacy | • Brief documentation of involvement  
Description leadership activities, Medical Center/health delivery system/ Nursing Practice/or service committees Involvement and/or professional organizations.  
• Previous performance evaluations that depict these activities.  
• Volunteerism  
• Education/Presentations  
• Contributions/Participation  
• Committee work  
• Board Appointments | • Listing of service efforts/involvement  
• Correspondence  
• Previous performance evaluations that depict these activities. |
|---|---|---|---|
| Research/ Clinical Scholarship | • Utilization of research in practice  
• Clinical research activities, e.g., grants, etc.  
• Dissemination of findings  
• Research presentations | • Practice guidelines/description of practice, changes  
• Grant applications/and or grant notification, clinical research and grants  
• Grant summary, sign-off sheet and extension notification  
• Grant reviews, e.g. pink sheets  
• Research publications  
• Previous performance evaluations depict these activities. |  
Increasing Faculty Rank in each of these categories is related to the **sphere of professional influence.**  
For example:  
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient/family teaching materials</td>
<td>Guideline for care of patients: regional presentation</td>
<td>Abstract to present program at regional/national conferences; publication</td>
<td>National/ international conferences; publication</td>
</tr>
</tbody>
</table>
### Criteria for Assessment and Planning

#### Criteria for Clinical Associate

Name________________ Initial Appointment_________ through ___________ One to 5 years

<table>
<thead>
<tr>
<th>PRACTICE: SEE CRITERIA FOR APN’S IN SOVIE INSTITUTE FOR ADVANCEMENT PRACTICE NURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATION – CRITERIA</strong></td>
</tr>
<tr>
<td>• Knowledgeable about the philosophy and the framework of the curriculum of the program(s) in which he/she teaches or has expertise.</td>
</tr>
<tr>
<td>• Demonstrates current knowledge of clinical field.</td>
</tr>
<tr>
<td>• Demonstrates the ability to share expertise in clinical practice with learners.</td>
</tr>
<tr>
<td>• Creates a positive climate conducive to learning.</td>
</tr>
<tr>
<td>• Is accountable for planning and implementing teaching-learning activities for student(s)/staff that include the assessment of learning needs, objectives, content outline and methods for evaluation.</td>
</tr>
<tr>
<td>• Demonstrates the potential for leadership and the potential to function independently as a teacher.</td>
</tr>
<tr>
<td>• Identifies strengths and limitations in teaching ability and formulates goals that address limitations.</td>
</tr>
</tbody>
</table>

**Comments:**

**Goals:**

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*Reference: Faculty Reference Guide*

<table>
<thead>
<tr>
<th>COMMUNITY SERVICE – CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remains knowledgeable about School of Nursing and URMC activities and participates when appropriate.</td>
</tr>
</tbody>
</table>

**Comments:**

**Goals:**

---

___________________________  ____________________________

Clinical Associate  

Associate Director or Associate Dean

___________________________  ____________________________

Date  

Date

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Criteria for Assessment and Planning  
Faculty Criteria for Instructor of Clinical Nursing*

Name ___________________________ Initial Appointment ___________ through ___________

Dyad ___________________ and _______________ Date for Review __________

☐ Reappointment ☐ Promotion Materials Due

<table>
<thead>
<tr>
<th>PAYMENT FOR CONTRIBUTED TIME:</th>
<th>PRACTICE: %</th>
<th>EDUCATION: %</th>
<th>RESEARCH %</th>
</tr>
</thead>
</table>

**PRACTICE – CRITERIA**

- Demonstrates clinical competence in direct and/or indirect care of patients and families with complex problems or needs in the specialty area, and based on relevant theory and current research.
- Demonstrates an advanced practice role or serves as a role model and precepts students and/or staff effectively.
- Assures own professional development within clinical specialty.
- Identifies research problems from clinical practice and participates in practice-oriented research projects.
- Shares clinical expertise and ideas with professional colleagues through methods such as staff development inservices, clinical conferences and local presentations.

Comments:

Goals:

**EDUCATION – CRITERIA**

- Knowledgeable about the philosophy and the framework of the curriculum of the programs(s) in which he/she teaches and/or has expertise.
- Demonstrates current knowledge of clinical field.
- Demonstrates the ability to share with learners’ expertise in clinical field.
- Creates a positive climate conducive to learning.
- Is accountable for planning and implementing teaching-learning activities for students/staff that include the assessment of learning needs, objectives, content outline and methods for evaluation.
- Demonstrates the potential for leadership and the potential to function independently as a teacher or clinical educator.
- Identifies strengths and limitations in teaching ability and formulate goals that address limitations.

Comments:

Goals:
## COMMUNITY SERVICE – CRITERIA

- Regularly attends faculty meetings/division meetings and participates in decision-making.
- Functions on committees in an accountable manner.
- Participates in career advisement of students and/or staff.
- Participates in student recruitment.
- Actively participates in professional or voluntary health-related organizations.

Comments:

Goals:

## RESEARCH – CRITERIA

- Identifies and formulates research problems from clinical practice.
- Stimulates staff/students to participate in research projects.
- Collaborates with professional colleagues on proposals, publications, and/or local presentations.
- Develops a research program/plan.

Comments:

Goals:

_________________________  _________________________
Instructor  Practice Administrator and/or Assoc. Dean

____________  ___________
Date  Date
Criteria for Assessment and Planning
Faculty Criteria for Assistant Professor of Clinical Nursing*

Name _________________________________ Initial Appointment __________through ____________

Dyad ______________________ and ____________________ Date for Review________________

Materials Due

<table>
<thead>
<tr>
<th>PAYMENT FOR CONTRIBUTED TIME:</th>
<th>PRACTICE: %</th>
<th>EDUCATION: %</th>
<th>RESEARCH %</th>
</tr>
</thead>
</table>

**PRACTICE - CRITERIA**

- Integrates relevant theory and current research in clinical practice to improve quality, efficiency and cost effectiveness of services.
- Provides leadership to influence changes in clinical practice that reflect relevant theory and current research.
- Applies clinical decision-making skills stimulating others in the specialty area to improve care.
- Engages in professional development activities that broaden her/his knowledge base relative to the specialty area.
- Implements standards of care at the local level through publications and presentations at regional professional meetings.
- Shares clinical knowledge with colleagues through publications and presentations at regional professional meetings.
- Demonstrates administrative leadership, knowledge and skills in the development, implementation, and/or evaluation of nursing systems.

Comments:

Goals:

**EDUCATION – CRITERIA**

- Assesses individual student learning needs and applies appropriate teaching methods.
- Helps students reach a level of independent professional competence that is congruent with stated educational program goals.
- Analyzes and evaluates her/his influence in the learning process and makes appropriate changes.
- Teaches with a minimum of guidance; offers assistance to others.
- Demonstrates to student’s clinical judgment, advanced clinical skills, and effective relationships with other care providers.
- Participates in course planning, evaluation, and revision, within the philosophy and framework of the curricula.
- Is able to assume delegated responsibility for selected administrative aspects of a course, such as coordinator.

Comments:

Goals:
**EDUCATION – CRITERIA**

**COMMUNITY SERVICE – CRITERIA**

- Demonstrates continued growth in degree of responsibility assumed in School of Nursing, Medical Center and University committees.
- Collaborates with other faculty members to realize mutual professional goals.
- Demonstrates knowledge of social, educational, political, and economic issues affecting nursing within the health care system.
- Serves as a resource person for career advisement.
- Participates in recruitment of faculty.
- Encourages other faculty members to participate in professional/community activities.
- Is recognized as a leader in committees, and/or professional organization or voluntary health related organization at the local or regional level.
- Is sought as a consultant by colleagues at the local or regional level.

**Comments:**

**Goals:**

**RESEARCH – CRITERIA**

- Uses scientific knowledge and scientific methods to find solutions to practice problems.
- Collaborates in the design and implementation of practice oriented research projects.
- Disseminates research findings through presentations at regional professional meetings and publications in refereed journals.
- Continues to advance research plan.
- Actively participates in preparation of grant proposals for funding, as appropriate to research program.

**Comments:**

**Goals:**

_________________________  ________________________
Assistant Professor               Assoc. Dean

_________________________  ________________________
Date                         Date
Criteria for Assessment and Planning
Faculty Criteria for Associate Professor of Clinical Nursing*

Name ________________________________ Initial Appointment ________ through ________

Dyad _______________________________ and __________________________ Date for Review ______

☐ Reappointment  ☐ Promotion  Materials Due

### PRACTICE - CRITERIA
- Creates opportunities for students and staff to contribute to quality health care.
- Develops and facilitates interprofessional and patient-centered practices in the healthcare environment.
- Demonstrates synthesis and application of evidence to guide the solution of practice problems.
- Is locally and regionally recognized as an expert in the specialty area.

### EDUCATION – CRITERIA
- Is recognized as a proficient educator within the SON or regionally.
- Demonstrates ability to implement and evaluate new modalities for teaching.
- Facilitates student success by providing direct guidance to learners.

### COMMUNITY SERVICE/PROFESSIONAL LEADERSHIP – CRITERIA
- Participates in interdisciplinary activities to support and interpret current healthcare practices, and to facilitate collaboration between nursing and other disciplines.
- Shares information about legislative activities, social or educational issues and makes position known to appropriate groups or legislative bodies.
- Promotes the profession of nursing.
- Provides mentorship to novice faculty/educators.
- Actively participates in SON activities and committees.

### RESEARCH/CLINICAL SCHOLARSHIP – CRITERIA
- Collaborates with colleagues in creating a scholarly climate within the School and/or practice setting.
- Utilizes scholarly evidence to inform practice.
- Shares new knowledge within the sphere of influence through activities such as presentations or abstract publication.
- Continues to seek funding as appropriate to program of clinical scholarship.
- Provides mentorship to emerging scholars.
Criteria for Assessment and Planning
Faculty Criteria for Professor of Clinical Nursing*

Name ___________________________________ Initial Appointment ____________ through ________

Dyad ______________________ and ___________________ Date for Review ________________

☐ Reappointment     ☐ Promotion     Materials Due

### PRACTICE - CRITERIA
- Is nationally recognized as an expert in specialty area.
- Provides leadership for students, staff and/or faculty in the practical and theoretical development of the specialty area of practice.
- Provides clinical mentorship to other faculty.

### EDUCATION – CRITERIA
- Is recognized as a master teacher of clinical nursing by local, regional and national peers.
- Demonstrates ability in creative experimentation or leadership in the development of clinical curricula/educational activities.
- Provides leadership for appropriate balance and level of clinical specialty content within a curriculum/educational plan.

### COMMUNITY SERVICE/PROFESSIONAL LEADERSHIP – CRITERIA
- Is effective in developing visibility, working relationships, and strategic objectives with other schools, colleges, and departments within the university.
- Actively participates in University activities and committees, accepting leadership roles.
- Contributes to the profession through publications and presentations about professional issues at national or international levels.
- Disseminates information to peers and others concerning national trends in nursing and related disciplines.
- Promotes and influences improvement of health care through participation in public policy formulation.

### RESEARCH/CLINICAL SCHOLARSHIP – CRITERIA
- Is sought as an authority in a particular area of clinical scholarship and serves as a consultant to colleagues with similar interests.
- Advances nursing practice as a result of her/his own clinical scholarship.
- Stimulates other faculty and staff to publish and become involved in scholarly efforts.
- Maintains a program of clinical scholarship such as a quality improvement initiative.
<table>
<thead>
<tr>
<th>Professor</th>
<th>Practice Admin. and/or Assoc. Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>
Q. CRITERIA FOR ADJUNCT FACULTY RANKS

Adjunct faculty are individuals with direct or indirect involvement with the School of Nursing through the education of students who have a primary position outside of the University of Rochester. Criteria for appointment, reappointment, or promotion for ranked adjunct faculty are as follows.

1. Adjunct Instructor of Clinical Nursing

PRACTICE

1. Has a minimum of 12 months experience as an Advanced Practice Nurse or in a related field.
2. Consistently receives good ratings as a preceptor or program contributor from students and faculty.
3. Has precepted students for a minimum of 2 semesters and a minimum of 56 minimum hours per semester of the equivalent.

EDUCATION

1. Has a minimum of a Master’s Degree in a relevant field.
2. Provides a minimum of one lecture or serves on educational panel or provides an in-service educational workshop or is appointed to and participates in a SON committee or facilitates an environment conducive to the learning needs of students.

COMMUNITY SERVICE

1. Actively participates in professional or voluntary health-related organizations.

2. Adjunct Assistant Professor of Clinical Nursing

PRACTICE

1. Has a minimum of 5 years as an Advanced Practice Nurse or in a related field.
2. Consistently receives good ratings as a preceptor or program contributor from students and faculty.
3. If a preceptor has precepted students for a minimum of 5 semesters and a minimum of 56 hours per semester or the equivalent. (Total minimum of 280 hours of precepting.)
4. Participates in improvement of practice by developing a clinical tool based on evidence-based guidelines or by developing patient educational materials or the equivalent.

EDUCATION

1. Has a minimum of a Master’s degree in a relevant field.
2. Contributes to the educational mission of the SON for a minimum of 4 semesters, or the equivalent, by being a guest lecturer or serves on an educational panel discussion or presents an educational in-service or is appointed to and participates in a SON committee or facilitates materials or the equivalent.
COMMUNITY SERVICE

1. Actively participates in professional or voluntary health-related organizations.

3. **Adjunct Associate Professor of Clinical Nursing**

   PRACTICE

   1. Has a minimum of 7 years’ experience as an Adjunct Practice Nurse or in a relevant field.
   2. Consistently receives good ratings for program contributions from students and faculty.
   3. If a preceptor has precepted students for a minimum of 10 semesters and a minimum of 56 hours/semester or the equivalent (Total minimum of 560 hours of precepting).
   4. Provides leadership in the development and dissemination of creative practice programs and systematically investigates clinical questions.
   5. Provides leadership in establishing standards of care at the local level and participates in regional and/or national development of standards through committee work and/or consultation.

EDUCATION

1. Has a minimum of a Master’s degree in a relevant field
2. Demonstrates a high level of competence in clinical teaching.
3. Demonstrates ability to adapt to or create new modalities for teaching

COMMUNITY SERVICE

1. Collaborates in interdisciplinary initiatives to support and improve the delivery of care.
2. Shares information about legislative activities, social, or educational issues to appropriate groups or legislative bodies.
3. Promotes a professional image of nursing.

4. **Adjunct Professor of Clinical Nursing**

   PRACTICE

   1. Has a minimum of 10 years’ experience as an advanced practice nurse or in a relevant field.
   2. Consistently receives excellent ratings for program contributions from students and faculty.
   3. If a preceptor has precepted students for a minimum of 15 semesters and a minimum of 56 hours/semester or the equivalent (Total minimum of 840 hours of precepting).
   4. Is nationally recognized as an expert in specialty area.
   5. Provides leadership for students, staff, and/or faculty in the practice and theoretical development of advanced nursing practice.
   6. Provides clinical mentorship to other faculty.
EDUCATION

1. Has a minimum of a doctoral degree in a relevant field.
2. Is recognized as a master clinical teacher by local, regional, and national peers.
3. Provides leadership in the development of clinical curricula or educational activities.

COMMUNITY SERVICE

1. Contributes to the profession through publications or presentations about professional issues at regional or national levels.
2. Disseminates information to peers and others concerning national trends in nursing and related disciplines.
3. Promotes and influences improvement of health care through participation in public policy formulation.

R. FORMS FOR NON RANKED FACULTY APPOINTMENTS
University of Rochester School of Nursing
Recommendation for Clinical or *Senior Associate Appointment/Renewal

Applicant Name __________________________  Date of Application______________________

Empl # or Social Security #__________________ E-Mail Address______________________________

Ethnicity __________ UR Phone # ____________ UR Box #___________________________

**Proposed Rank:** Clinical Associate   **Type:** Initial
Senior Associate      Renewal

Check and attach:

a.) current curriculum vitae/resume
b.) current signed license(s)
c.) professional certifications
d.) other: describe__________________________________

Contact Person for UR Personnel Form: _________________________ Phone:____________________

Proposed involvement in the School of Nursing Educational Programs during the coming year:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Other contributions to School of Nursing (e.g., research, practice, service) ________________

___________________________________________________________________________
___________________________________________________________________________

Proposed Start Date _______________

**Signature Required:**

Recommender: ________________________________________________________________

Practice Admin. (if applicable): __________________________________________________

Associate Dean for Education and Student Affairs: ________________________________

**OR/If applicable**

Dean, School of Nursing:________________________________________________________

Action/Date:______________________________________________________________

Term of Appointment _____mos 1  2  3  4  5 Years

*Applicable to faculty currently in ranked appointment matriculating into a doctoral degree program.*
University of Rochester
School of Nursing

Application for Adjunct Faculty Appointment

Applicant Name ____________________________________________________

Date of Birth: _______________ Social Security Number:___________________

Check and attach:

a) copy of current license(s) ______

b) copy of professional certification ______
   (if applicable)

c) recommending letter ______

d) copy of curriculum vitae ______
   (if applicable)

e) other support materials ______
   (if applicable)

Section A

Recommender _________________________________________________________

Proposed Adjunct Rank _________________________________________________

Proposed Assignment

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Proposed Start Date _____________________________________________________

Term of Appointment 3 years _______ End date: _______

Submitted (Date) _______________________________________________________

Section B

________________________________________________________________________

Associate Dean, Education and Student Affairs

Action ___________________________

Date ________________

Rev. 1/2012
S. PROCESS FOR ANNUAL FACULTY EVALUATIONS

Faculty evaluations are designed to review performance during the current year and to identify areas for development and opportunities for growth in the upcoming year. Evaluations include self-assessment, and chair/dean perspective on performance. The evaluation process is also used to determine environmental and resource needs associated with individual goals and action plans for the future. This process supports the ongoing assessment of education, practice, and research missions of the school.

Faculty annual performance reviews are guided by the criteria associated with appointment to rank in tenure or clinical track. These criteria are described in the section pertaining to regulations of the faculty. The faculty annual review instructions are communicated via MyPath. Individual meetings are held between the faculty member and the associate dean/dean who hold primary administrative oversight responsibility for their faculty role following completion of self-assessment.

The process for faculty performance reviews is accomplished within the following timeframe:

Early April thru June 30th
Faculty complete their self-evaluation in MyPath. Self-evaluation includes the following:

- Statement highlighting accomplishments in the area of teaching, research/scholarship, and practice
- Statement highlighting accomplishments in community, administration, and leadership
- Identifying strengths and areas of improvement
- Statement highlighting goals for upcoming year

Note:
An updated CV, (hard copy and revisions made in Faculty Accomplishments) are to be made throughout the year and at minimum during performance review process. Submit updated CV’s to Lynn Brown or Margaret Lubel.

July thru September 15th
Annual performance review meeting with associate dean/dean, including discussion of assignments and goals for the upcoming year and reappointment and/or promotion timeline.

The URSON staff evaluation process is managed through MyPath. Responsibility for staff evaluations rests with the staff member’s supervisor.

T. GUIDELINES IN CONSIDERING ACADEMIC LEAVE REQUESTS

The purpose of academic leaves is to enhance the scholarly productivity of the individual requesting the leave, and to benefit the programs of the institution through this activity. All academic leaves must be justified in the context of these activities, whether supported in part by University funds, paid from other sources, or unpaid. Detailed information on leaves is located in the University of Rochester Faculty Handbook.

1. Faculty can expect at a minimum to be eligible approximately every six years for one semester of academic leave with full salary, or for one year of academic leave with half salary (hereafter called a paid leave). Eligibility for a paid leave is evaluated according to the total number of years (consecutive or non-consecutive) that faculty members have been in residence (and performing regular faculty duties) since their last paid leave, their first year as tenure-track faculty, or their Junior Faculty leave, whichever is most recent. Other forms of academic leave delay, but do not otherwise affect eligibility for University-paid leaves.
2. Regardless of the source or amount of financial support the expectation is that the maximum a faculty member will be on academic leave is no more than four semesters in any five-year period. No more than two of these semesters on academic leave will be consecutive except in unusual circumstances (e.g., government service with a required extended term).

3. Leave requests are due in the Dean’s Office by December 1st. The Dean’s recommendations are forwarded to the Provost’s Office by March 1st, final approval, budgeting, and notification occurs in the Provost’s Office. Exceptional opportunities that may not have been evident at the time of the annual call will be considered at other times on a case-by-case basis; it is expected that such cases will be rare.

For each request, the following should be supplied:

- A description of the proposed use of the leave (1-2 paragraphs; continue on an additional page if necessary)
- How lack of outside support would alter leave plans
- The agencies from which outside support is being sought, and notification deadlines

**NOTIFICATION:** The Dean’s recommendation on the leave applications will be sent to you as soon as review is complete. Formal approval of leaves is done by the Provost, and final decisions are usually not made until late Spring.

**U. CONFLICT OF INTEREST**

The University of Rochester’s Faculty Conflict of Commitment and Interest can be found at [https://www.rochester.edu/ORPA/COI.html](https://www.rochester.edu/ORPA/COI.html). “The primary intent of this policy is to help research faculty more effectively manage potential conflicts in the course of their University activities. By reporting financial interests and managing conflicts from the start, the University and the researcher can work together to prevent outcomes that may be harmful to either the researcher or the University at large. Further, this policy fulfills federal grant requirements to report certain financial interests.”

All faculty must complete the University’s Conflict Reporting Form on an annual basis. Faculty who are not Investigators are required to complete the General Conflict Reporting section of the form. Investigators must complete both the General Conflict Report and the Investigator Reporting sections of the form. All Forms must be submitted by March 1 for the previous calendar year, or within 60 days of appointment. A new faculty member submitting a form within 60 days of appointment must complete the Investigator Reporting section of the reporting form only, or indicate on the form that he or she does not meet the definition of investigator by this policy.

The School of Medicine and Dentistry and the School of Nursing use a web reporting survey as a means of complying with regulatory requirements to disclose potential conflicts of interests (COI) by Faculty. COI reporting also applies to certain other key employees and individuals involved in human subjects research. All questions or concerns should be forwarded to Sandy Gasserlick, School of Nursing Conflict of Interest Administrator, Room 3W-135.
1. **Intellectual Property Agreement**

The University requires everyone who has technical responsibilities to the University or who participates in an internally or externally sponsored research program at the University to execute an Intellectual Property Agreement (IPA). Each department is responsible for securing execution of the IPA at the outset of the individual’s employment or other association with the University. For non-student employees, the Human Resources Office will assist in this process at the time of hire. The completed forms should be forwarded to ORPA prior to the time that the individual begins work. ORPA will provide neither institutional endorsement, nor sign proposals or awards for any individual named in an application for sponsored research if ORPA has not received a signed IPA from that individual. [https://www.rochester.edu/ventures](https://www.rochester.edu/ventures).

2. **Policy and Procedures for the Administration of Cost Sharing**

Considering the administrative requirements and responsibilities that may be inherent in the cost sharing commitment, PI's should limit voluntary cost sharing commitments. Only when allowed by federal awarding agency regulations, specified in the Notice of Funding Opportunity, or required by non-federal agencies should voluntary cost sharing be included. The expected benefits and sponsor review priorities should be weighed prior to making such commitments. However, it should be noted that most federally-funded research programs should have some level of committed faculty (or senior researchers) effort, paid or unpaid by the federal government. This effort can be provided at any time within the fiscal year (summer months, academic year, or both). It is not acceptable for a PI to submit a research proposal without some level of commitment of PI effort to the proposed project. This requirement is not applicable to equipment awards, dissertation or training support, or other limited purpose awards (e.g., travel grants, conference grants).

When cost sharing is included in a non-federal proposal, it may become a factor in the sponsor's funding decision. If the specific level of cost sharing is a significant factor in the determination to fund an award, the cost sharing level will generally be included as a requirement of the award, even in the cases where cost sharing is voluntary.

Implicit in agreeing to cost share is the PI's responsibility to provide the necessary proposal information and the subsequent documentation/certification of cost sharing expenditures.

Caution: The tracking, reporting and certifying of cost sharing is subject to audit by internal audit and external auditors including DHHS and sponsoring agencies.

This is an important policy and all should be familiar with its content. You may obtain a copy of the policy and forms from the CREBP office or from [https://www.rochester.edu/orpa/policies/](https://www.rochester.edu/orpa/policies/)
V. FACULTY BYLAWS FOR UNIVERSITY OF ROCHESTER SCHOOL OF NURSING

Article I. Name

Name. The name of the organization is the Faculty of the University of Rochester School of Nursing, hereafter referred to as Faculty.

Article II. Purpose

Purpose. The purpose of the Faculty organization is to provide a structure through which the Faculty can achieve the School’s goals in regard to students, faculty, curricula, research, practice, and other matters relative to the Medical Center, University, and community.

Article III. Functions

Functions. The faculty organization operates through a committee system. Recommendations of committees are presented for action at the business meetings of the Faculty. The functions of the Faculty organization include (but are not limited to) the following:

A. Develop, evaluate, and revise the philosophy, objectives, and curricula for the School of Nursing.
B. Initiate, implement, and evaluate policies for the educational and research programs of the School.
C. Determine criteria and monitor student admission, progression, graduation, and special recognition awards.
D. Implement and monitor a process for peer review of faculty appointment, reappointment, promotion, and tenure within the rules of the University.
E. Evaluate and make recommendations regarding the relationship of the School within the Medical Center, University, and community.
F. Recommend policies affecting the internal organization of the School.
G. Participate in the development, implementation, and evaluation of the policies and standards for the practice of nursing consistent with the goals of the School of Nursing.

Article IV. Membership and Responsibilities

A. Membership: The University of Rochester School of Nursing faculty organization is comprised of:
   1. The President, Provost, and University Vice President for Health Sciences of the University, ex-officio
   2. The Dean of the School of Nursing
   3. All faculty (tenure track and clinical) appointed full or part-time by the University who hold the rank of Professor, Associate Professor, Assistant Professor, Instructor, Senior Associate, Clinical Associate, and Adjunct.

B. Voting privileges, granted to:
   1. All School of Nursing ranked faculty (tenure track and clinical) who do not hold primary appointments in another academic unit.
   2. Non-voting members. Faculty eligible to attend Faculty meetings where they will have voice but no vote include:
      a. Faculty in other academic units of the University with secondary appointments in the School of Nursing.
      b. Faculty who are Senior Associate, Clinical associate, or Adjunct.
Article V. Officers of the Faculty

A. **Chair.** The Dean of the School of Nursing is the chair and presiding officer.
B. **Elections Officer.** The elections officer of the Faculty is appointed for a one year term by the Faculty Governance Committee from among the membership of the committee and performs the following functions:
   1. Elicits Faculty interest in committees.
   2. Prepares and disseminates ballots during March.
   3. Tallys ballots.
   4. Notifies in writing each candidate for office of election results.
   5. Notifies Dean, Chair of Faculty Governance Committee, and Faculty, at its May meeting, of election results.
   6. Records results and deletes electronic ballots no earlier than one week after distribution of the minutes from the faculty meeting when the results of the election are announced.

Article VI. Meetings of the Faculty

A. **Business Meetings.** The Dean or Faculty Governance Committee will call business meetings at least four times during the academic year. The Dean or Dean’s representative will preside over these meetings. The faculty present or participating via distance technology constitutes a quorum. Attendance will be recorded. Agenda items for the business meetings are to be submitted to the Faculty Governance Committee two weeks in advance so that the faculty may be provided with the meeting notice, agenda and supporting materials in electronic or written form five working days prior to the meeting.
B. **Special Meetings.** Special meetings for business, retreats, or other faculty needs may be called by the Dean or as requested by the Faculty Governance Committee or by the Secretary of the Faculty with documentation that seven or more voting members desire a meeting. An unrecorded session for discussion but no votes (Faculty Forum) may be called in the same way. Faculty Forums may be scheduled as separate sessions or following adjournment of a regularly scheduled business meeting.
C. **Voting Procedures.**
   1. Usually, no vote will be taken without the faculty having been informed of the need for action at least five working days prior to the Faculty Meeting.
   2. Any voting member at any time may call for a secret vote.
   3. No vote shall be cast by proxy. Members participating via distance technology may vote.
   4. Emeritus and retired faculty have voting privileges only if actively teaching full time or part time.
D. **Agenda.** Any faculty member or committee may request that a matter be included on an agenda.

Article VII. Faculty Standing Committees

A. **General Policies of Faculty Standing Committees:**
   1. Voting faculty members are eligible to serve on committees.
   2. Senior Associates and Clinical Associates may be appointed or elected to subcommittees, ad hoc committees, and task forces where their expertise and knowledge will be of particular value to the School. They will have voting privileges on such committees. Senior Associates will abstain from votes affecting the doctoral programs.
   3. A term of committee membership on standing committees is for two years unless otherwise stated. An elected member may not serve for more than two consecutive terms on the same committee. Members will serve staggered terms.
      a. The Faculty Governance Committee at a business meeting will fill vacancies that occur on Standing Committees (except for the Chair).
b. Committee vacancies may be filled for one or two academic years.
4. Committee membership becomes effective at the beginning of Fall term.
5. The Elections Officer and the Faculty Governance Committee will endeavor to set the ballot for standing committees to reflect a mix of program knowledge, rank, and general faculty diversity.
6. In unusual circumstances or when confidentiality cannot be maintained, students will be excused from a standing committee or subcommittee meeting and a special session will be held.
7. a. The Dean is an ex-officio member of all standing committees. The Associate Deans are ex-officio members on committees as named in the bylaws. Attendance at committee meetings need to be negotiated with the chair of the committee.
b. Minutes of open meetings of standing committees will be posted on G: Public.
8. Reports of committees requiring faculty action will be submitted to the Faculty Governance Committee two weeks in advance of a business meeting so that Faculty may be given five working days’ notice of needed action.
9. Each committee is authorized to create appropriate subcommittees or ad hoc committees to expedite specific functions.
10. At the final Faculty Meeting of the year, each chairperson submits a written annual report of the committee’s and related subcommittee’s accomplishments and recommendations to the faculty, the Faculty Governance Committee, and to the Dean for the annual written report to central administration (See Appendix A for forms).
11. Each standing committee will establish and review annually guidelines for faculty for the decision-making process relevant to the work and functions, including any designated subcommittee.

B. Officers of Committees

1. **Chair.** The chair will be elected by the faculty from among the voting members for a two-year term. (Chairs of the two promotion and reappointment committees are elected by the members of the committee from among their membership. Program Directors serve as chairs of curriculum subcommittees).
   a. Should the chair be vacated, the members of the committee shall appoint, from the members of the committee, a Chair to serve for the remainder of the year.

C. Standing Committee Quorum

A quorum will be three elected faculty members

D. The Standing Committees are: Faculty Governance; Student Affairs; Curriculum Committee; Committee for Clinical Appointment, and Promotion; Committee for Academic Appointment, Promotion and Tenure; Research Council; and Council for Diversity and Inclusiveness.

1. **Faculty Governance Committee**

a. **Membership:**

1. Six faculty members elected by the faculty*:
   a. Two Tenure track faculty
   b. Two Clinical faculty Assistant Professors or above
   c. Two faculty members any rank, either track.
      *At least one member of the committee must hold rank of associate professor or higher
2. Elected Chair, Assistant Professor or higher, either track. Should the Chair be vacated, the members of the committee shall appoint a chair from within the committee to serve for the remainder of the year.
3. Director of the Office of Evaluation, ex officio, without vote.
4. Dean, ex officio, without vote.
b. Functions:

1. Appoints elections officers to oversee faculty elections.
2. Makes interim decisions for the faculty between business meetings when the faculty cannot be constituted, to be acted on by the faculty at the next business meeting.*
3. Resolves a tie vote in faculty elections by a vote of committee members during a regularly scheduled or specially convened committee meeting.
4. Selects candidates to fill vacancies on standing committees for the remainder of the unexpired term.
5. Assures the timely debate of issues and action by setting agendas for regular and special business meetings in consultation with the Dean.
6. Promotes communication and collaboration between the SON and the UR School of Medicine and Dentistry and Strong Memorial Hospital and University.
7. Evaluates faculty governance annually and makes recommendations for bylaws revisions.
8. Advises the Dean on faculty workload model.
9. Identifies faculty issues and concerns and recommends approaches for resolution to the Dean.
10. In conjunction with the Dean, implements faculty recognition programs and awards, and faculty/staff social events.
11. Collaborates with senior SON leadership to assess, plan and implement faculty development activities.
12. Reviews recommended updates for Faculty Handbook.
13. The elected chair also serves as an ex officio member of the University Faculty Senate Executive Committee.

* The committee for the preceding academic year will be available over the summer hiatus.

2. Student Affairs Committee

a. Membership:
1. Four faculty members elected by the faculty:
   a. At least one member at the rank of Associate Professor or above.
   b. At least one member each from the Tenure track and Clinical faculty;
2. All members should be available to participate in summer meetings.
3. The Chair is elected by faculty.
4. SON Director of Admissions, ex officio, with vote.
5. Associate Dean for Education and Student Affairs, ex-officio, with vote.
6. SON Registrar, ex officio, without vote.
7. One student from each SON program (baccalaureate, master’s, doctoral), without vote.

b. Functions:
1. Develops and reviews policies and oversees procedures to guide faculty and students as they relate to admission, progression, readmission, and separation of students.
2. Reviews and acts on admission, progression, readmission and separation of students based on recommendations from appropriate faculty group(s).
3. Makes recommendations regarding matters that have implications for other committees to the appropriate committee, and to full faculty for final approval (by vote) as necessary.

3. Research Council

a. Membership:
1. Four elected Tenure track faculty members:
   a. One at the Assistant Professor level.
   b. At least two at the Associate Professor level or above.
2. Two elected Clinical faculty members involved in research.
3. Associate Dean for Research along with faculty member elected by the committee will serve as Co-Chairs.
4. One faculty member each from the PhD and DNP Program Committees, elected by those committees.
5. Senior Associate Dean for Research, ex-officio, without vote.
6. Associate Dean for Research and Director of the Center for Research Support, ex-officio, without vote.
7. Strong Memorial Hospital Director of Clinical Nursing Research, ex-officio, without vote.
9. Two doctoral students (one each from the PhD and DNP programs and without vote).

b. Functions:
1. To provide leadership in establishing the direction for and implementation of the Research agenda for the School of Nursing.
2. Recommends policy and procedures to ensure the quality and integrity of research conducted by School of Nursing faculty and staff.
3. Works with the Faculty Governance Committee and Administration to ensure quality research training at all levels in the School of Nursing.
4. Structures peer review of RSRB, FRSG, and external funding applications.
5. Recommends programs and policy to enhance research career development of the faculty.
6. Assess needs and establish guidelines for intramural funding.
7. Establish metrics for research productivity.
8. Makes recommendations for policies and guidelines for utilization and development of the Center for Research Support.
9. The council has a dual reporting structure to Sr. leadership and Research faculty as defined by those faculty with specific interest or obligation to the research mission. The council will make an annual report to the Faculty Governance Committee.

4. Curriculum Committee:

a. Membership:
1. Four faculty members elected by the faculty:
   a. At least one member at the rank of Associate Professor or above.
   b. At least one member from the Clinical faculty.
   c. At least one member of the Tenure track faculty.
   d. One member any track, any rank.
2. Chair will be elected by the committee.
3. One representative from each of the Curriculum subcommittees (Subcommittee Chair or designee).
4. Director of the Center for Lifelong Learning, ex officio, with vote.
5. Associate Dean for Education and Student Affairs, ex-officio, with vote.
6. Three student representatives, one from each program level (undergraduate, MS doctoral), without vote.

b. Functions:
1. Makes recommendations to the faculty regarding action needed on guiding documents and offerings (e.g., curricular conceptual framework and terminal objectives).
2. Makes recommendations to the faculty regarding proposals for programmatic changes and new offerings.
3. Makes recommendations to the faculty regarding new courses and revisions in existing courses (focusing on course title, prerequisites, credits, course description, and student learning outcomes).
4. Establishes policy and criteria for curriculum evaluation.
5. Reviews activities of program subcommittees.
5. **Curriculum Subcommittee for Undergraduate Programs:**

a. **Membership:**
1. Three elected faculty members active in the Undergraduate Program:
   a. One member who is doctorally prepared.
   b. At least one faculty member from each of the UG programs (RN/BS and APNN).
2. Undergraduate Program Directors, who Co-Chair the committee.
3. Undergraduate Assistant Program Directors.
4. Associate Dean for Education and Student Affairs, ex officio, with vote.
5. Two undergraduate student representatives (one from the accelerated program and one from RN to BS), without vote.

b. **Functions:**
1. Recommends to the Curriculum Committee new course offerings and revisions of existing course and clinical objectives, course descriptions, titles, prerequisite credits, course offerings, and course content in the undergraduate programs.
2. Provides ongoing evaluation of the overall curriculum for the program.
3. Makes recommendations to the Curriculum Committee and to the Student Affairs Committee relative to program evaluation and student outcomes.
4. Makes recommendations regarding student admission, readmission, progression, and graduation to the Student Affairs Committee.

6. **Curriculum Subcommittee for Masters of Science (MS) Programs:**

a. **Membership:**
   1. Program Director, Master’s programs, or delegate, who chairs the committee.
   2. Specialty Director(s) from each of the program specialties (Leadership, Nursing Education, and Nurse Practitioner).
   3. Chair of Master’s Comprehensive Examination.
   4. One faculty member who teaches a course in the Master’s program, elected by the faculty for a two-year term.
   5. Associate Dean for Education and Student Affairs, ex-officio, with vote.
   6. One Program Director for the Undergraduate programs, ex-officio, with vote.
   7. Three MS students (one from each specialty: LHCS, MNE, NP), without vote.

b. **Functions:**
   1. Provides ongoing review and evaluation of the overall management and curriculum for the MS programs.
   2. Recommends to the Curriculum Committee new course offerings, revisions of existing course titles, prerequisites, course and clinical objectives, course descriptions, and credits for courses within the Master’s program.
   3. Manages MS student admissions at the specialty program level; facilitated by the Student Affairs Office.
   4. Makes recommendations regarding student admission, progression, and graduation to the Student Affairs Committee.
   5. Collaborates on admission/progression/curricular issues as needed with programs that interface with the MS programs (RN-BS-MS, AMPNN, PhD, DNP).
7. Curriculum Subcommittee for PhD Program:
(Dual responsibility to Curriculum Committee and Student Affairs Committee)

a. Membership:
1. Four elected doctorally prepared faculty active in the PhD Programs.
2. Director of the PhD Programs, who chairs the committee.
3. Associate Dean for Education and Student Affairs, ex-officio, without vote.
4. One PhD student without vote.
5. One MS/PhD student, without vote.

b. Functions:
1. Recommends to the Curriculum Committee new course offerings and revisions of existing courses for objectives, descriptions, titles, prerequisite credits, and content in the PhD and MS-PhD programs.
2. Provides ongoing evaluation of the overall curriculum for the PhD and MS-PhD programs.
3. Recommends benchmark criteria to the Curriculum Committee for PhD and MS-PhD program evaluation and to the Student Affairs Committee for student outcomes.
4. Recommends policy regarding PhD and MS-PhD student admission, progression, and graduation to the Student Affairs Committee.
5. Acts on PhD and MS-PhD student admission and progression within existing policy.
6. Collaborates with Masters NP Subcommittee on recommendations for admissions and actions related to MS-PhD programs.
7. Considers and responds to PhD and MS-PhD student programmatic concerns and other issues.

8. Curriculum Subcommittee for the DNP Program:
(Dual responsibility to Curriculum Committee and Student Affairs Committee)

a. Membership:
1. Two elected faculty active in the DNP program
2. Director of the DNP program, who chairs the committee.
3. Associate Dean for Education and Student Affairs, ex-officio, with vote.
4. One DNP student, without vote.
5. At least one faculty teaching in the DNP practicum courses (NUR576, NUR577, NUR579) as standing committee members to vote.

b. Functions:
1. Recommends to the Curriculum Committee new course offerings and revisions of existing courses for objectives, descriptions, titles, prerequisite credits, and content in the DNP program.
2. Provides ongoing evaluation of the overall curriculum for the DNP program.
3. Recommends benchmark criteria to the Curriculum Committee for DNP program evaluation and to the Student Affairs Committee for ongoing outcomes.
4. Recommends policy regarding DNP student admission, progression, and graduation to the Student Affairs Committee.
5. Acts on DNP student admission and progression within existing policy.
6. Collaborates with Masters Subcommittee on any issues or actions that affect both Masters programs and the DNP program.
7. Considers and responds to DNP student programmatic concerns and other issues.
9. **Curriculum Subcommittee for Online Learning:**
*(A standing subcommittee of the Curriculum Committee of the School of Nursing)*

a. **Membership:**
1. Coordinator for Online Learning (chair) appointed by the Associate Dean for Education and Student Affairs, of the School of Nursing
2. One part-time or full-time faculty representative from any rank from each of the following academic programs as designated/recommended by the Program or Specialty Directors. These are not elected positions.
   - APNN program
   - CLL program
   - RN/BS program
   - Master’s programs:
     - NP
     - Leadership (HCM or CNL)
     - Nursing Education
   - Doctoral program
3. Director of Information Technology, School of Nursing, or designee
4. Academic Administrative Assistant, appointed by the Associate Dean for Education and Student Affairs, representing the academic support staff (not a recorder)
5. Student member, recommended by the Program Directors
6. Associate Dean for Education and Student Affairs, ex officio, without vote

b. **Functions:** This subcommittee will report monthly to Curriculum Committee
1. Develop priorities and timelines to support the online learning mission and strategic plan of the School of Nursing.
2. Assess and make recommendations for resources needed to implement the strategic plan as related to online learning while adhering to SON Curriculum Committee course and curriculum policies.
3. Develop and implement a program for continuous quality improvement of online programs and courses, consistent with the curriculum review process established by the SON Curriculum Committee.
4. Develop proposals for procedures and policies to support online learning in accordance with SON Curriculum Committee policies and practices.
5. Collaborate with Curriculum Committee to support the development of online and hybrid programs and courses.
6. Assist faculty in the development or revision of online and hybrid courses.

10. **Curriculum Subcommittee for Simulation:**
*(A standing subcommittee of the Curriculum Committee of the School of Nursing)*

a. **Membership**
1. Committee Co-Chairs are appointed by the Associate Dean of Education and Student Affairs of the SON.
2. One part-time or full-time faculty representative from any rank from each of the following academic programs as designated/recommended by the Program or Specialty Directors. These are not elected positions.
   - APNN program
   - CLL program
   - RN/BS program
   - Master’s programs:
     - NP
Leadership (HCM or CNL)
Nursing Education
3. Curriculum Committee Chair (or designee)
4. Director of CERC (or designee)
5. Associate Director for IT (or designee)
6. Representative from CEL
7. Associate Dean for Education and Student Affairs
8. One member of Doctoral faculty, recommended by the Doctoral Program Director
9. One MNE student representative, recommended by the MNE Specialty Director

b. Functions: This subcommittee will report monthly to Curriculum Committee
1. Develop priorities and annual timelines to support the use of simulation consistent with the mission and strategic plan of the SON.
2. Develop quality frameworks, tools, procedures and policies to support the use of simulation as an integral teaching method in the SON nursing curricula.
3. Provide ongoing faculty development related to simulation methods to foster engagement and active learning across all academic programs.
4. Assess and make recommendations for SON resources needed to improve and implement simulation curricula that are in alignment with the SON strategic plan and in accordance SON Curriculum Committee policies and practices.
5. Expand simulation resources through collaborative relationships with the Center for Experiential Learning and other URMC entities, as well as through local, regional, and national organizations.
6. Assist faculty in the development of content based mapping of simulation objectives and student learning outcomes.
7. Collaborate with Curriculum Committee to support the development and use of simulation in face to face, online, and hybrid programs and courses.
8. Provides guidance on quality assessment measures and ensures ongoing assessment of simulation experiences consistent with the curriculum review process established by the SON Curriculum Committee.

11. Committee for Clinical Appointment and Promotion:
   a. Membership:
      1. Five elected Clinical faculty:
         - Two of whom are at the rank of Associate Professor of Clinical Nursing or higher.
      2. The Associate Dean for Education and Student Affairs, ex officio, without vote.
      The committee will elect a Chair from the five faculty members at the first meeting of the academic year.
   b. Functions:
      1. Reviews and makes recommendations to the Dean concerning clinical and adjunct faculty appointments and promotions for Associate and full Professors of Clinical Nursing.
      2. Reviews and makes recommendations to the faculty about policies and procedures related to clinical and adjunct ranked faculty appointments and promotions.
      3. Engages with the University Committee on Tenure & Privileges via the school of nursing representative to communicate any changes to clinical appointment, and promotion processes and bylaws.
12. **Committee for Academic Appointment, Promotion and Tenure:**

a. **Membership:**
   1. All tenured faculty.
   2. The Chair will be elected from the membership.

b. **Functions:**
   1. Reviews and makes recommendations to the Dean concerning academic faculty appointments, promotion and tenure for Associate and full Professors.
   2. Reviews and makes recommendations to the faculty about policies and procedures related to academic faculty appointment, promotion, and tenure for Associate and full Professor.

13. **Council for Diversity and Inclusiveness**

a. **Membership:**
   1. Members may be self-identified or recommended by a colleague or recruited to the Council. Members will reflect the broadest diversity possible with respect to but not limited to the following:
      - Ability status
      - Age
      - Education
      - Ethnicity
      - Gender
      - Position at the SON
      - Race
      - Religion
      - Sexual orientation
   2. Elected members:
      i. Four faculty with primary appointments at the SON; at least one at Assistant Professor rank, and at least one at Associate Professor rank or higher
         - Two from clinical track
         - Two from research track
      ii. Four staff, preferably one from each of the following departments:
         - Central administration
         - Research
         - Education
         - Center for Nursing Entrepreneurship
   3. Additional members:
      iii. Two Faculty Diversity Officers (FDOs, one from research track and one from clinical track) appointed by the Dean, ex officio (with vote)
      iv. One Staff Diversity Officer appointed by the Dean, ex officio (with vote)
      v. One Student Diversity Officer appointed by the Dean, ex officio (with vote)
      vi. Dean, ex officio (with vote)
      vii. Two members appointed by the Dean in collaboration with the FDOs (with vote)
      viii. One additional student member (self-selected, with vote)
      ix. Additional members can be added with Council approval

b. **Term:**
   Three-year term for diversity officers (Faculty, Staff and Student) and two-year term for elected and other appointed members. All members cannot serve more than two consecutive terms without Council approval.
c. Leadership: the Council will be co-chaired by Faculty and Staff Diversity Officers.

d. Functions:
1. Serves as a resource and support regarding issues of diversity and inclusiveness within the SON community.
2. Facilitates understanding and informal discussions concerning diversity and inclusiveness.
3. Provides learning opportunities that enhance awareness and strengthens motivation to promote cultural diversity and inclusiveness.
4. Serves as a liaison between the SON and university diversity initiatives. At a minimum: FDOs will participate in the FDOs group. A member of CoDI will represent the SON in the University Diversity Committee.
5. Advises and engages faculty and staff regarding recruitment and retention processes to promote a diverse workforce.
6. Provides consultation to SON committees upon request.

Article VIII. Parliamentary Authority

Roberts' Rules of Order, most current edition, shall govern the proceedings of the Faculty Organization in all matters not provided for in the Standing Rules of the Faculty.

Article IX. Revision of By-Laws

The Standing Rules of the Faculty. These by-laws may be amended by a two-thirds vote at any business meeting.
Appendix A to Faculty Bylaws, April 2000

Annual Report Form

Due no later than May 10

Name of Committee: ________________________________________________

Chair for year reported: ____________________________________________

Vice Chair or Co-chair for year reported: ______________________________

Active membership for year reported: _________________________________

Number and dates of meetings held this year: __________________________

List each function for the committee specified in the Faculty Bylaws and under each, as appropriate, consider:

Specific tasks accomplished this year.*
Terms brought to faculty for vote, approved/not, date of vote
  Implementation date: _____________________________________________
  Notified for implementation:
    Dean: ________________________________________________________
    Other: _______________________________________________________

Specific tasks now in progress.*

Specific tasks projected for the coming year.*

Please address, as appropriate:

a. Recommendations re: your committee’s structure/functions for the next year.

b. Recommendations regarding general faculty organization and structure (anything covered by current bylaws).

*Identify discussions and actions that pertain to the review of data collected through the School’s process or outcome evaluation activities (e.g., course, faculty, and preceptor evaluations, alumni surveys, etc.) and recommendations made as a result of this review.

3/2000 appndx00
W. POLICY ON MISCONDUCT IN SCHOLARSHIP AND RESEARCH

The academic system demands that those engaged in research, whether faculty, staff, or student, be dedicated to the highest ethical standards. Misconduct in scholarship and research by any member of the University community threatens the University as well as the individual. This policy outlines the steps to be taken in response to an allegation of misconduct in scholarship and research. It describes a process for an objective examination of the facts, protection of individual rights, and integration with other relevant review procedures, all under the general supervision of the provost as the senior academic administrator.

The procedures outlined are guidelines only and may be adjusted as needed to accommodate special circumstances (e.g., allegations that originate outside of the University) and to comply with the reporting and other requirements of external sponsors, particularly as they relate to the timing of reporting possible misconduct. When externally sponsored research is involved, the director of the Office of Research and Project Administration (ORPA) shall be consulted regarding compliance with the requirements of the external sponsor(s).

For the purposes of this policy, "misconduct" is defined as a known, intentional misrepresentation of data, of research procedures, or of data analysis; and plagiarism and other serious improprieties in proposing, conducting, or reporting the results of research. Federal regulations have also included within the definition of misconduct material failure to comply with federal requirements for protection of researchers, human subjects, or the public; failure to ensure the welfare of laboratory animals; or failure to meet other material legal requirements governing research. All of the above definitions are covered by this policy.

Initial Reporting and Inquiry

1) Allegations of misconduct should be made in writing to the immediate supervisor of the person whose actions are questioned. These allegations shall then be provided to the department chair or other appropriate academic administrator (such as the director of the laboratory or project director), and that person shall notify the appropriate dean.

2) The dean, in turn, will inform the provost (and senior vice president and vice provost for health affairs for cases involving the School of Medicine and Dentistry or the School of Nursing), who will determine whether the allegations merit further scrutiny. If so, the provost will request that the dean complete an initial inquiry within 60 days, unless the provost grants an extension on evidence that circumstances warrant a longer period. The dean may designate an individual or an ad hoc committee to conduct the inquiry.

3) During this period, the identities of all parties involved will be kept confidential to the maximum extent consistent with an effective inquiry. The person whose conduct is being questioned will be given the opportunity to comment on all of the allegations that have been made. The dean will determine from the initial inquiry whether the allegations warrant a formal investigation.

Investigation

1) If the Dean, with the concurrence of the provost (and senior vice president and vice provost for health affairs in cases involving the School of Medicine and Dentistry and School of Nursing), determines that a formal investigation is warranted, it will begin within 30 days after the initial inquiry is concluded. The dean will notify the person being investigated and the director of ORPA that a formal investigation is being initiated. If the research is externally supported, the director of ORPA will inform the sponsoring agency about the investigation and the review
process to be applied. This is done to assure the sponsor that an objective investigation is being conducted by appropriate members of the University community.

2) The Dean will appoint a fact-finding committee, of not less than three members of the faculty, who are unaffected by the inquiry, including one member of the Research Policy Committee. The committee will be given a specific charge, access to relevant documents, a right to interview principals, and a target date by which to deliver a report to the dean. Generally, an investigation should be completed within 120 days after its initiation.

3) The person(s) whose conduct is being investigated will be given notice in writing of all allegations and a meaningful opportunity to respond to them in writing and in person before the committee. This shall include access to the relevant documents (and other evidence) and a reasonable period of time to prepare an appropriate response. An individual being investigated may appear before the committee with the assistance of a representative from the University community.

4) Upon conclusion of its investigation, the committee will file a report with the dean stating whether or not it has found, based on clear preponderance of the evidence, that misconduct was committed and the basis for this finding. The dean, in consultation with the provost, will determine further action to be taken.

**Further Action**

1) A copy of the committee’s report and supporting documents will be provided to the individuals whose conduct was examined.

2) If an external sponsor has been notified that an investigation was pending, the director of ORPA will inform the sponsor of the results, describing the policies and procedures under which the investigation was conducted, and include a summary of the views of the individuals, if any, found to have engaged in misconduct.

3) If the committee finds that there was misconduct, the dean will:
   a. Direct the department chair or laboratory director to notify the editors of publications to which abstracts and papers relevant to the misconduct have been submitted and request that the work be withdrawn prior to publication, or, if the work has already been published, that an appropriate retraction or correction be published. The persons engaged in the misconduct will generally be responsible for preparing and presenting the appropriate retractions or corrections.
   b. After consultation with the provost (and senior vice president and vice provost for health affairs in cases involving the School of Medicine and Dentistry and the School of Nursing), recommend appropriate disciplinary action, which may include termination. If termination is recommended, established procedures (e.g., tenure revocation procedures described above for tenured faculty, privileges revocation procedures in the bylaws of the Medical Staff for medical staff) will be followed.

4) If the process described in this policy produces no finding of research misconduct, the parties who conducted the initial inquiry or formal investigation will undertake reasonable efforts to restore the academic reputation of the individuals whose conduct was questioned. Reasonable efforts will also be taken to protect the standing of the individuals who raised the questions regarding possible misconduct, unless the inquiry or investigation reveals that those individuals acted in bad faith, in which case appropriate disciplinary actions may be instituted against them.
5) Complete records of all relevant documentation on cases treated under the provisions of this policy shall be preserved in the office of the provost.

This information can be found in the faculty handbook posted on the provost website http://www.rochester.edu/provost/facultyresources/index.html