

Faculty Handbook

University of Rochester – School of Nursing

Updated: February 2023

Note: Changes in the handbook may be made during the year. All changes will be made to the electronic version, available on g:\public. Changes will be explained in SECTION VI. Cumulative Summary of Changes.

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University of Rochester
SCHOOL OF NURSING

PREFACE

The Faculty Handbook has been prepared to assist faculty members to fulfill their role as educators, 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 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 *School of Nursing Student Handbook*.

Rev. 1/23

University of Rochester
SCHOOL OF NURSING

SECTION I. ORGANIZATION OF SCHOOL OF NURSING

Vision and Mission

The overriding philosophy of the School of Nursing (SON) is the unification of education, research, and practice. The Unification Model supports the University of Rochester School of Nursing Mission and Vision that include:

Our Vision

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.

Our Mission

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.

SECTION II. 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.

A. Unification Model



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.

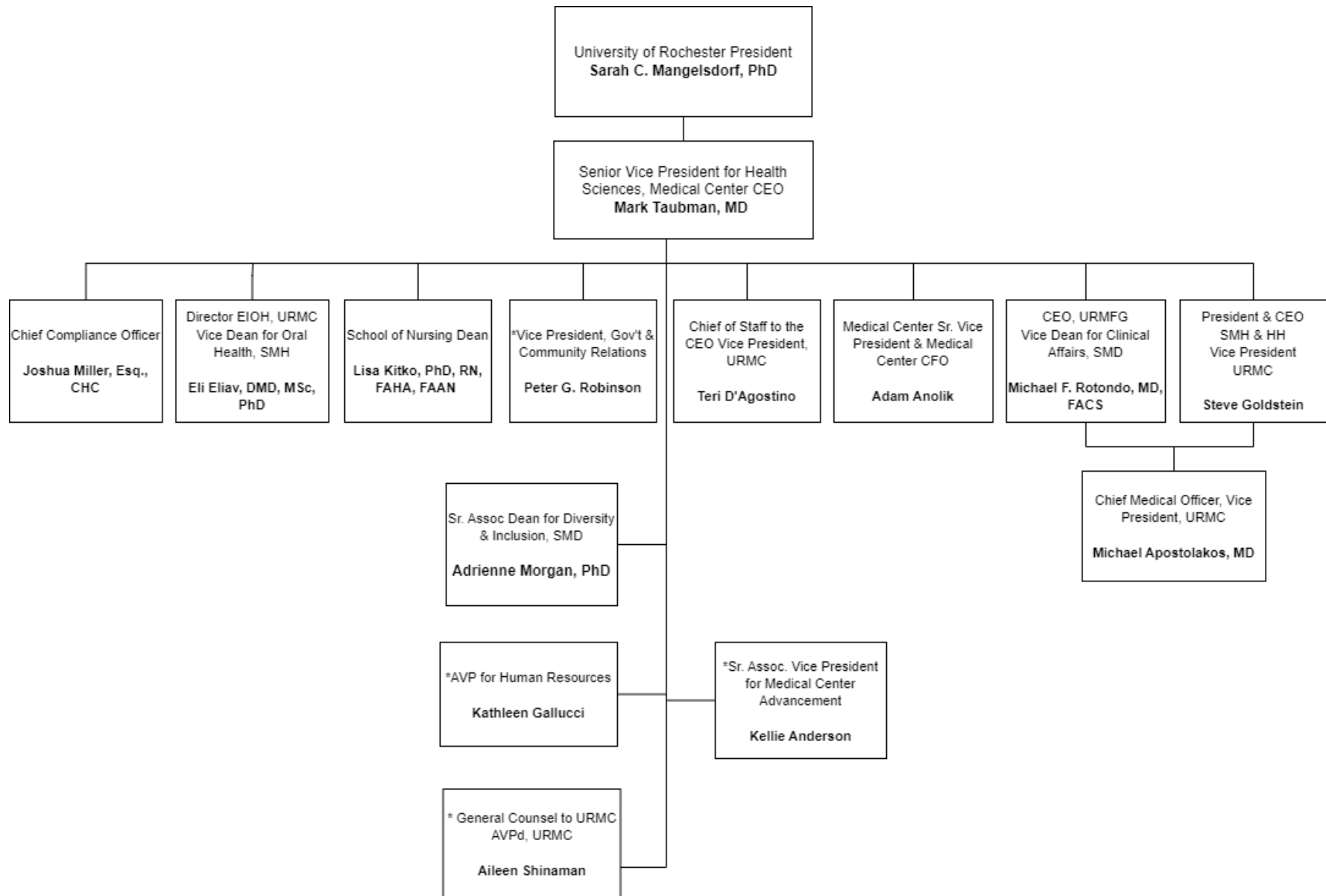
New technologies, an ever-expanding research base, and concerns about health care quality are among the forces driving reform of health professional education in the 21st century. The universality of the Unification Model is its strength, which can be differentiated in its application to evolving School of Nursing innovations in interdisciplinary education, new academic degrees, and education research.

SECTION III. STRUCTURE OF THE SCHOOL OF NURSING

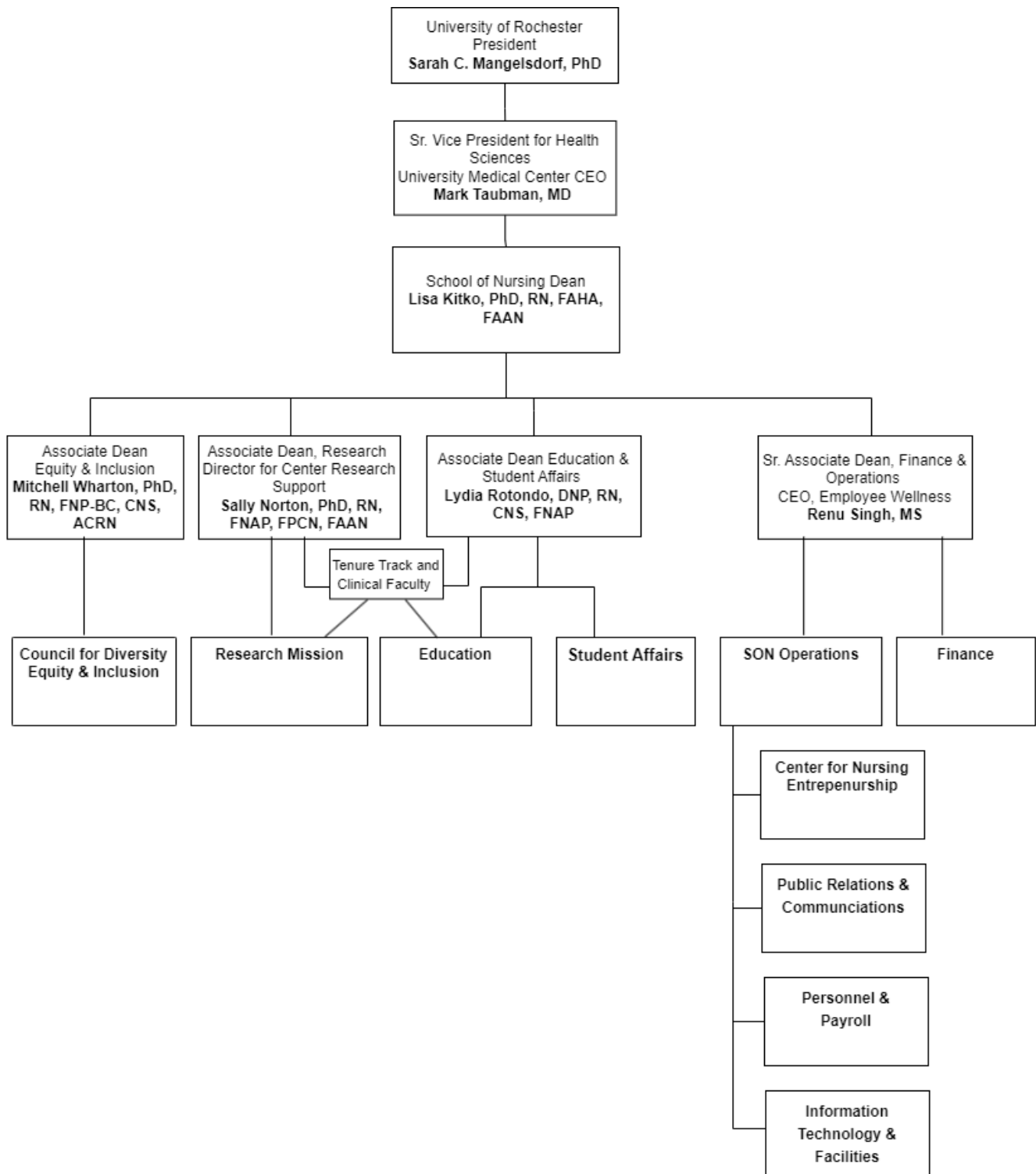
A. Organizational Diagrams

1. University of Rochester Medical Center Administration
2. University of Rochester School of Nursing
3. School of Nursing Academic Affairs
4. School of Nursing Center for Research Support
5. School of Nursing Center for Nursing Entrepreneurship
6. School of Nursing Public Relations & Communications
7. School of Nursing Finance
8. School of Nursing IT and Facilities

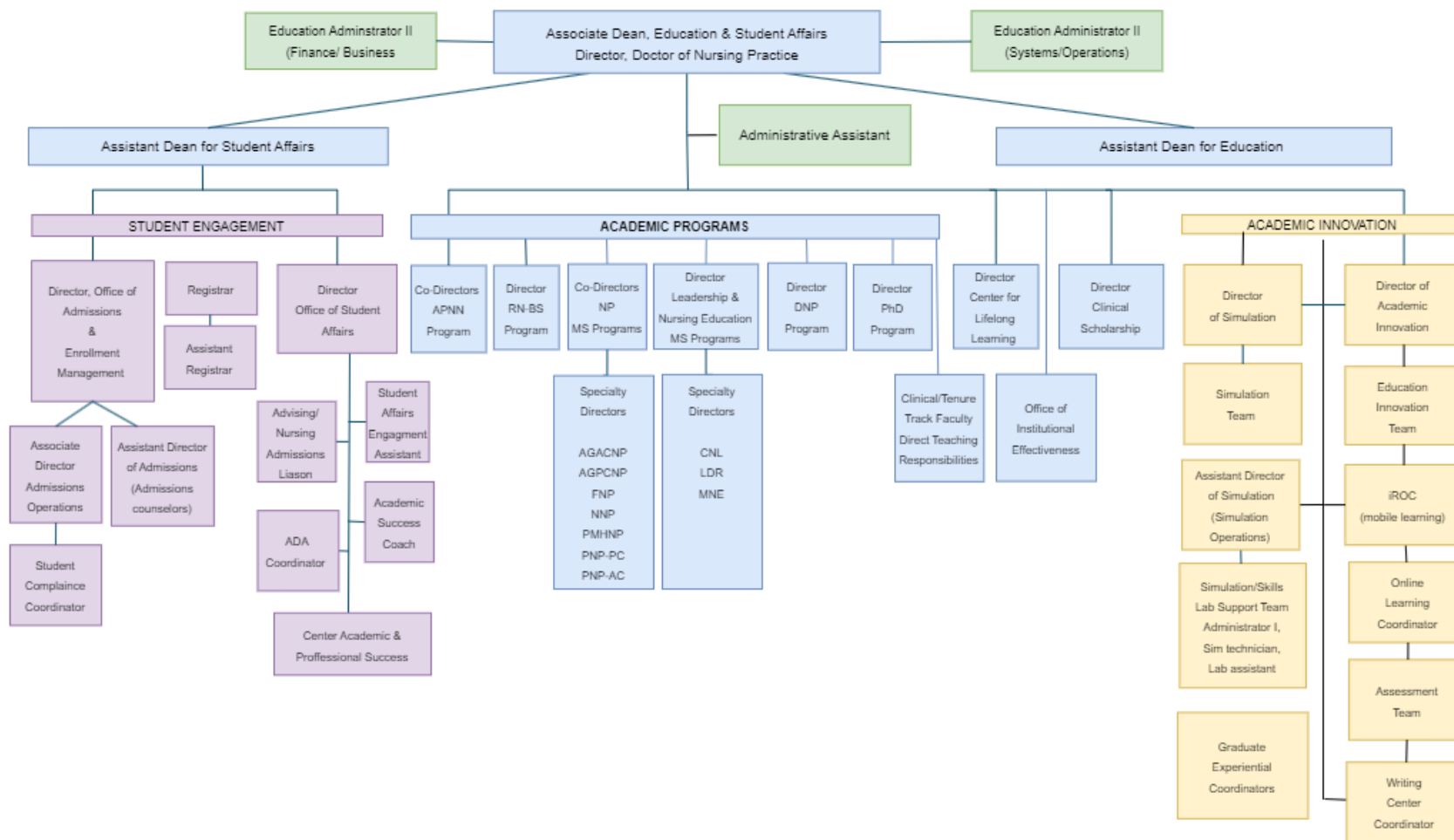
University of Rochester Medical Center Administration



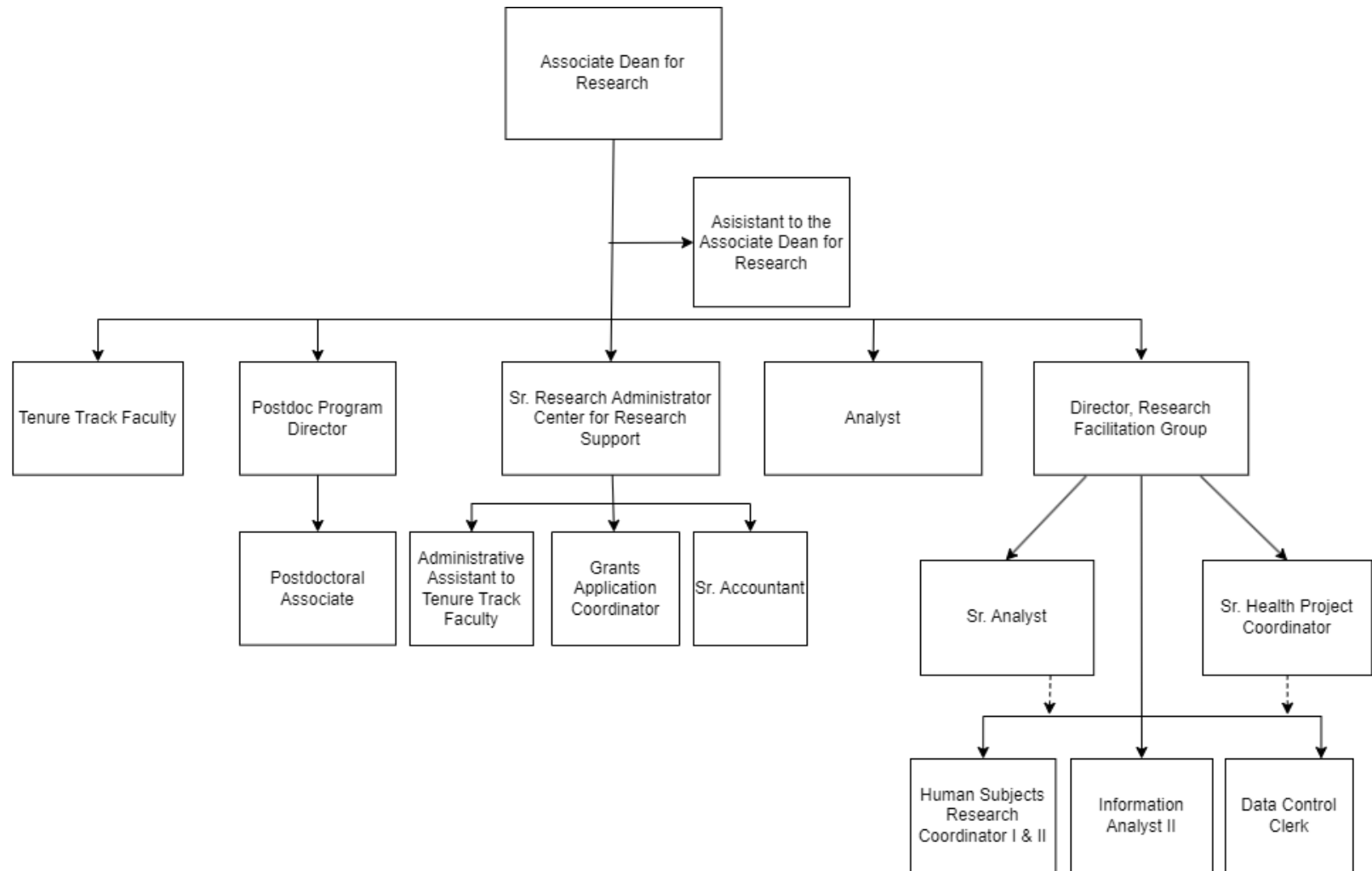
University of Rochester School of Nursing Administration



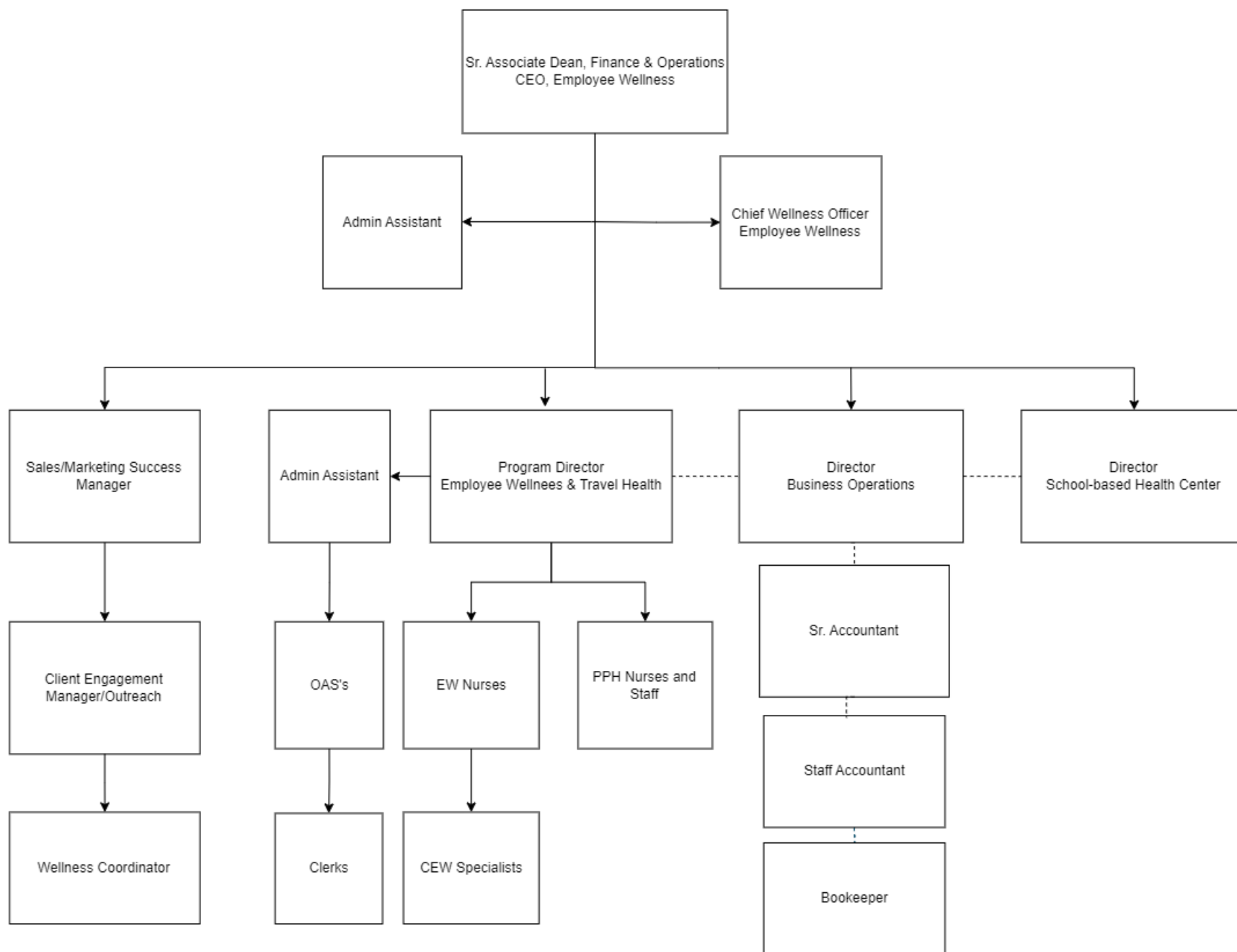
University of Rochester School of Nursing Academic Affairs



**University of Rochester School of Nursing
Center for Research Support**



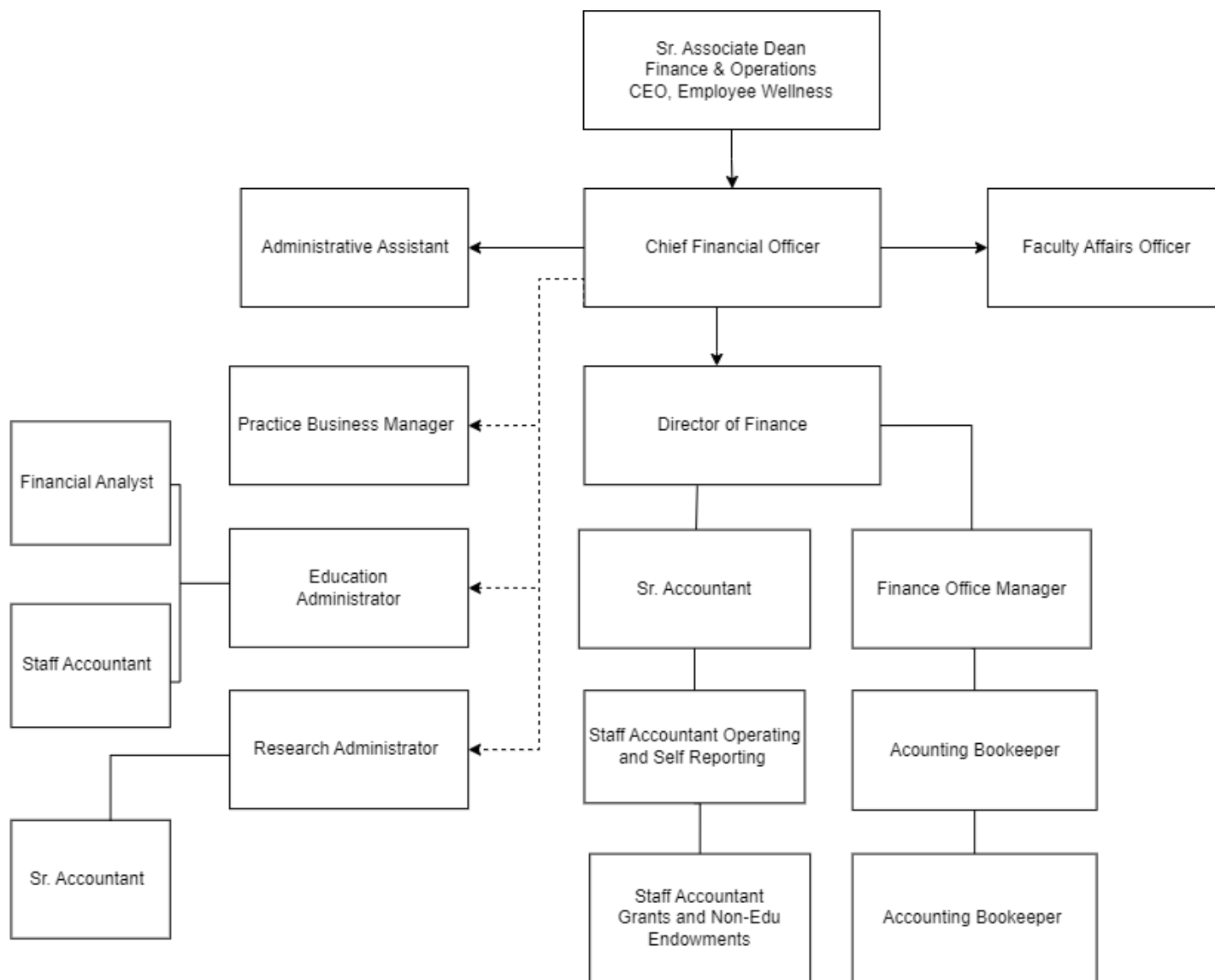
**University of Rochester School of Nursing
Center for Nursing Entrepreneurship**



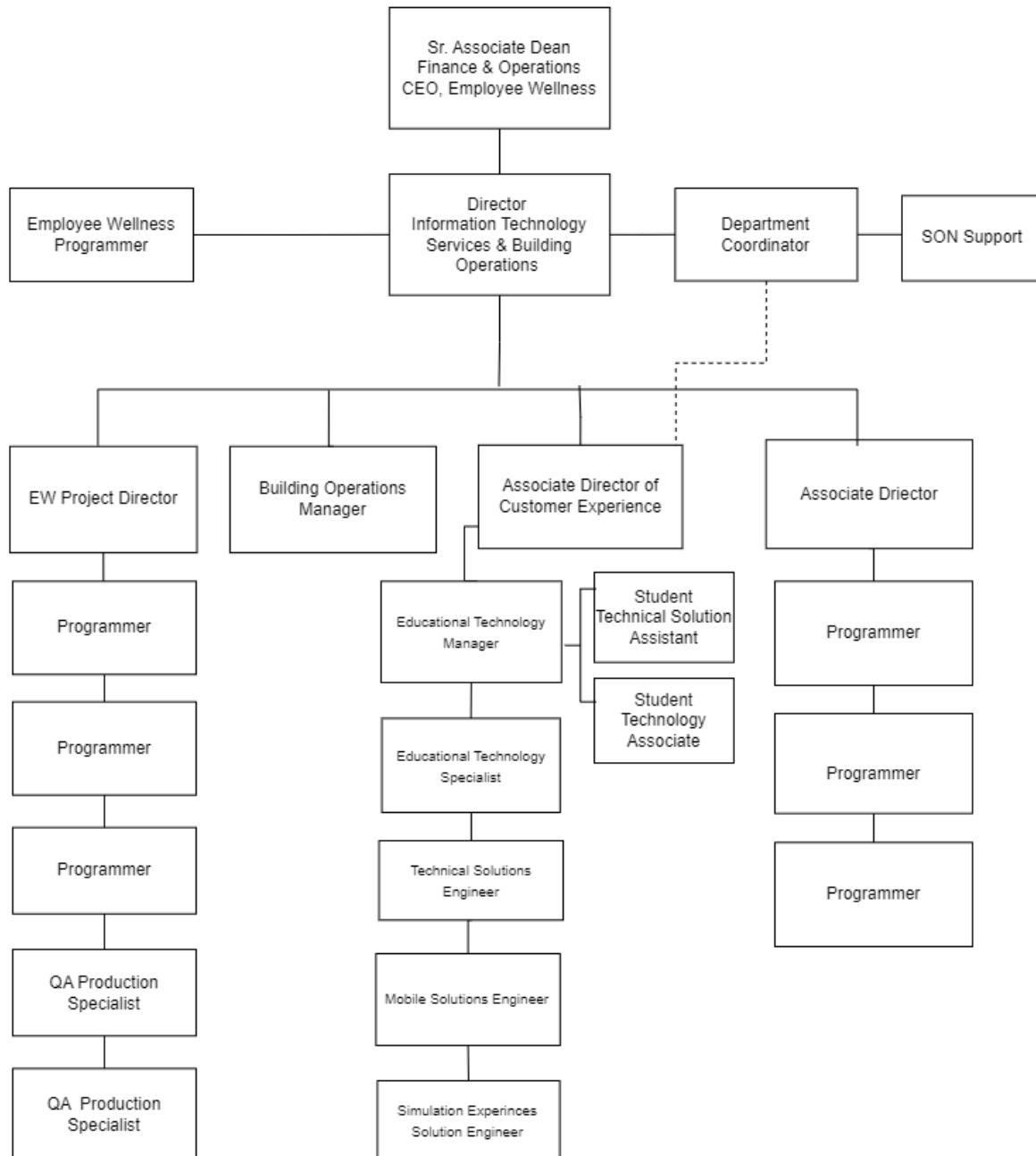
**University of Rochester School of Nursing
Public Relations & Communications**



**University of Rochester School of Nursing
Finance**



University of Rochester School of Nursing IT and Facilities



B. 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, or to which faculty track they are hired (i.e. clinical vs research track)

Each faculty member is seated in one or more academic programs based on her/his educational preparation, experiential background, professional goals, research interests, and the needs of the School. A Program Director administers each academic program. All academic programs are under the supervision of the Associate Dean for Education and Student Affairs.

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 (assistant dean(s), academic program directors). The annual evaluation for each faculty member addresses contributions to the School of Nursing, progress made in attaining the faculty member's goals for that length of appointment, contribution to the school's mission and unification model in the selected faculty dyad, and future planning.

The assistant deans, program directors, and specialty 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 SON and is under the supervision of the associate dean for research. The UR Medicine chief nurse executive, holds a clinical assistant dean appointment and reports to the Dean related to those appointments.

C. Institutional Effectiveness

Institutional Effectiveness ensures timely, trustworthy, and accurate information to ensure compliance, support planning, inform decision-making, and promote a culture of continuous improvement. The director of institutional effectiveness in collaboration with SON leaders and administrators, faculty, and support staff, is responsible for managing, analyzing, reporting, and guiding the use of information as a strategic asset to support data-informed decision-making, organizational learning, and knowledge sharing.

1. Functions

- a. Program Evaluation
- b. Collaborate with academic leadership to conduct annual academic program reviews to inform continuous improvement and support reporting to external stakeholders.
- c. Conduct periodic institution-level evaluations in accordance with the systematic evaluation plan (SEP).
- d. Collaborate with strategic planning office for collection, management, and reporting of key performance indicators
- e. Provide dashboards and periodic reports on key metrics related to program objectives.
- f. Conduct surveys including course evaluations, teaching effectiveness evaluations, exit surveys, alumni surveys, and annual surveys of faculty and staff.

2. Accreditation and Reporting

- a. Collect and manage data and artifacts aligned to accreditation standards for nursing and institutional accreditors.
- b. Complete annual reports on academic programs to New York State Education Department, in collaboration with the Senior Academic Leadership Team.
- c. Collaborate with Associate Dean for Education and Student Affairs for reporting to the Commission on Collegiate Nursing Education (CCNE), including annual survey(s), substantive change reports, self-studies, and other periodic reports.
- d. Ensure compliance with state and federal requirements for all academic programs.
- e. Collaborate with Dean and other key stakeholders to complete external surveys.

3. Education Effectiveness Assessment

- a. Facilitate the development of program-level assessment plans with summative and milestone assessments.
- b. Collaborate to collect, manage, analyze, and report data on student learning outcomes achievement, including computer-based testing, e-Portfolios, and clinical evaluations.
- c. Collect, manage, analyze, and report data on student success, including graduation rates, retention, and engagement.
- d. Collaborate with Student Affairs leadership in developing and managing an analytics structure to guide advising and academic support interventions.

D. Central Administration

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/they is accountable for identifying and coordinating the scope of nursing education to be conducted in all clinical settings. S/he/they 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 tenure track faculty. The Dean reports to the Senior Vice President for Health Sciences and Chief Executive Officer of the URM. S/he/they advises the Medical Center Board of all matters relative to nursing.

2. *Associate Dean for Diversity and equity*

The associate dean for equity and Inclusion is responsible for developing, implementing and evaluating a comprehensive approach to address and monitor issues/needs related to diversity, equity and inclusiveness for faculty, staff and students. The associate dean will also help identify community collaborations to support/enhance our diversity agenda that span our education, practice and research missions and provide leadership in those areas. And includes involvement with faculty activities in research, practice, and/or education, as negotiated. The associate dean serves as a member of the SON senior leadership team and reports directly to the Dean.

3. *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; academic program innovation; academic program compliance with regulatory and accrediting bodies; oversight of student-related activities throughout the student life-cycle (recruitment, admissions, retention, graduation); managing student affairs activities (advising, support services); overseeing faculty workload (for clinical track and teaching assignments for tenure track); 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.

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 Finance and Operations*

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

E. Other Administrative Roles

1. *Assistant Dean for Education*

The assistant dean of education works closely with the academic program directors, education administrators, director of educational effectiveness, and academic innovation leaders to manage ongoing academic needs related to resource allocation (faculty, technology, and staff), education program development/implementation, and faculty development and annual review. In addition,

the assistant dean collaborates with the education and finance administrators to create education operation efficiencies, participate in budget planning, and communicate existing and emerging educational needs. The assistant dean of education will be a member of the Education Senior Academic Leadership Team.

2. *Assistant Dean for Student Affairs*

The assistant dean for student affairs fosters a safe and inclusive learning environment and collaborates with faculty, staff, and administrative colleagues to support engagement and success throughout the education lifecycle. Reporting to the associate dean for education & student affairs, the assistant dean of student affairs will oversee student-related services and provide operational support to admissions and enrollment management and student affairs offices/leaders as well as serve as an administrative resource to SON faculty and academic program directors to manage student-related matters. The assistant dean of student affairs will work collaboratively to ensure that all student related activities reflect the school's commitment to diversity, equity, and inclusion. The assistant dean will also be a member of the school's Education Senior Academic Leadership Team.

3. *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 SON.

4. *Program Directors*

The program directors (Undergraduate, Masters, Doctoral and Center for Lifelong Learning) work with the associate dean for education and student affairs, assistant dean for education, and assistant dean for 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/assistant deans on program budget issues and faculty assignments. The program directors work with the associate/assistant deans in recruitment of faculty and provide input on faculty performance. In addition, they advise the associate/assistant deans about future needs for the program clinical sites. The program directors report to the associate dean for education and student affairs. The position description for the program director, specialty director, and all other roles in education are available on G-Public.

SECTION 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 the awards are presented at the End of the Year Celebration (or at another agreed upon time from the committee and dean).

- a. **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.
- b. **Most Promising New Investigator.** Recognizes a faculty member whose beginning research is competitively acknowledged as scientifically rigorous, theoretically sound and significantly promising to the advancement of nursing.
- c. **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.
- d. **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.
- e. **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, equity 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.
- f. **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 SON commencement ceremony.

2. *Staff Awards*

Annually, the Dean's office solicits nominations for three SON staff awards. Awardees are chosen by the Senior Associate Dean for Operations and the Chair of the Staff Committee and presented at the annual End of the Year Celebration (or at another time agreed upon by the Dean and the Staff Committee). The three staff awards are:

- a. **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 operations.

- b. **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 URSON and thereby, helping to advance the creation and implementation of University-wide diversity, equity and inclusiveness action plans.
- c. **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.

3. *Diversity and Inclusion*

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. A Student Diversity Officer was later added. In 2019 the council was again renamed as the Council for Diversity, Equity, and Inclusion (CoDEI), to reflect the core principle of equity. 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 students at the School of Nursing.

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

The SON's diversity and inclusion mission is to create a welcoming environment that reflects and values increasing diversity of the faculty, staff and students at the School of Nursing. Our goal is based on the following assumptions and beliefs that:

- 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,
- 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
- 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.

4. *Recruitment and Retention Initiatives*

The URM and SON 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 SON participates in university and Medical Center-wide initiatives, such as the URM executive diversity and inclusion committee and URM 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.

Faculty and program directors are in active communication with potential applicants from traditionally underrepresented groups, encouraging them to consider Rochester and to visit the campus. A SON web page features information regarding diversity, equity, and inclusion issues with links to the university-wide web page focused on equity and inclusion. Elective courses are offered addressing the needs of a culturally diverse population. The SON communicates with the Office of Minority Student Affairs on River Campus, which welcomes any student with concerns or questions.

B. 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 online 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 [Colleen Brown](#), Associate Director of Alumni Relations #585-273-1458, colleenqbrown@rochester.edu.

C. Miscellaneous

1. *Faculty Orientation*

Program directors and a primary support person are involved in orienting the new faculty member to the SON. Additionally, the SON personnel resources facilitator, 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 month of the academic year and the Dean will 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:

- a. 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 SON access coordinator. With review of the documentation provided to the local access coordinator the correct accommodations will be made.

- b. 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 access coordinator. 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 faculty member and the SON access coordinator.
- c. 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 local access coordinator. 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 University Disabilities Resource Center and the local access coordinator 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.
- d. Whenever a disability is identified, documentation of the diagnosis and the need for accommodations should be verified with our local access coordinator.

3. *Emeritus Faculty Status*

Emeritus/emerita faculty are retired full professors (clinical or tenure track) who have held faculty positions in the SON for a number of years, and are nationally or internationally recognized for their work. The rank honors the faculty members' achievements and commitment to the SON. The retiring faculty member submits a formal request to the Dean for review who then makes a recommendation to the provost for their approval. The CEO of URMCC will co-sign the Dean's letter sent to the provost.

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 FGC chair or designee 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. *Digital Communications Guidelines*

The Office of Strategic Communications at the SON works collaboratively to communicate and carry-out SON priorities, including student and faculty recruitment, and raising national visibility of the school's research, education, and clinical missions.

The team assumes responsibility for the School of Nursing's website overall 'look and feel,' while establishing goals and standards for graphics, photography, branding, and content in tandem with UPMC Marketing, UPMC Communications and UR Communications departments. The team also leads content and production for UR Nursing's magazine, e-newsletter, social media channels, media outreach, among other responsibilities. Reach the communications office at son-communications@upmc.rochester.edu.

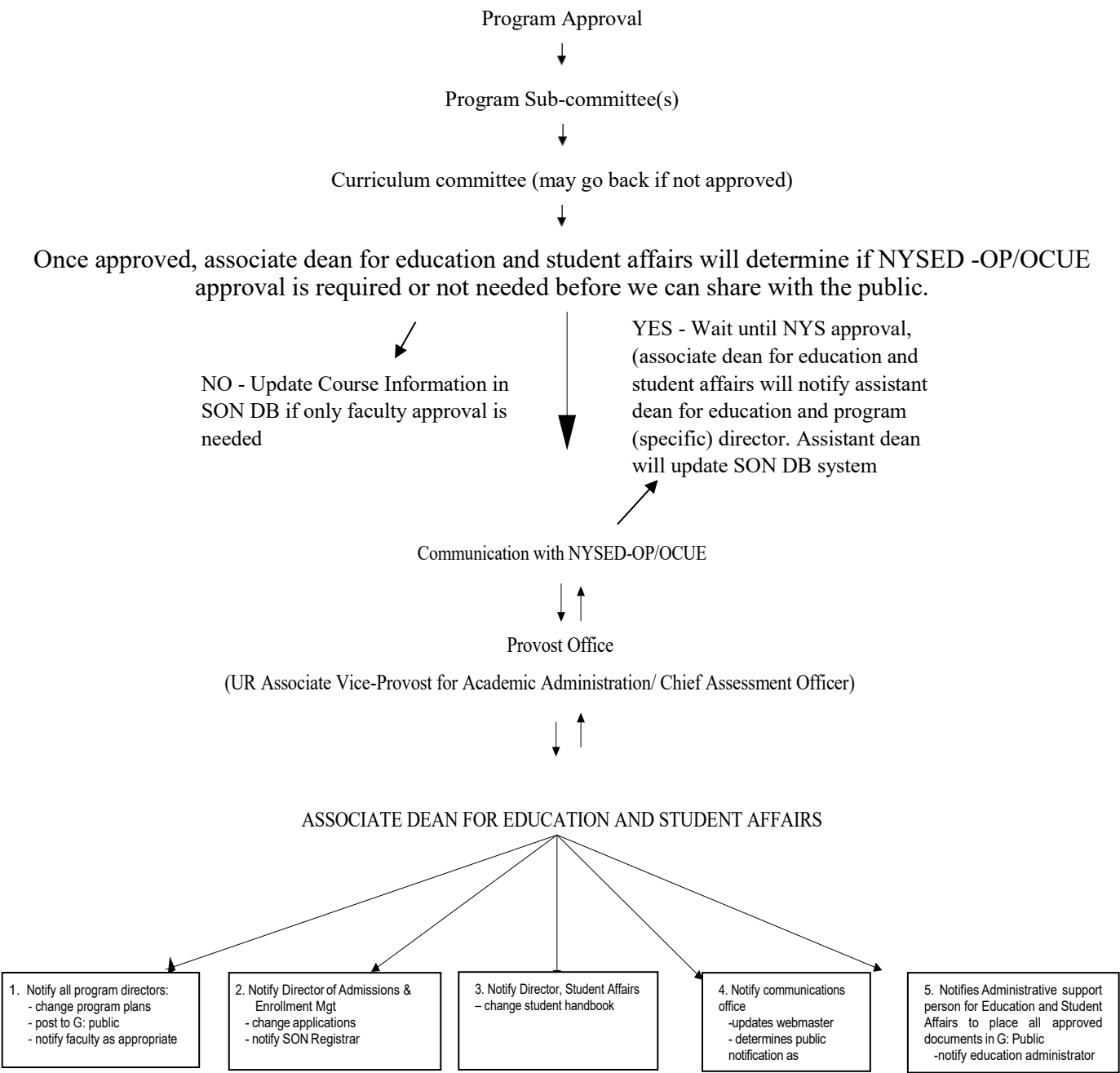
6. *Website Review Process*

The SON Office of Communications works closely with appropriate faculty, staff and departments to maintain and improve various sections of the website. Faculty and staff are responsible for reviewing appropriate sections of the website each year, as outlined in the [Website RACI Matrix](#). Responsible faculty/staff are expected to consult/inform appropriate groups/committees before communicating any necessary updates to the Communications Office. The assistant director of communications helps facilitate this process and proofs content prior to publishing. Submit change requests to webmaster@son.rochester.edu.

SECTION V. EDUCATION

A. Guidelines for Dissemination of Course Changes to Course Catalog Database

Course changes can include - course inactive or active, new course, course title, credit hours, didactic hours, clinical hours, lab hours, change in prerequisite/corequisites, and description. Course changes start at the course level. The steps after changes are complete are outlined below:



SONDB automatically notifies the assistant dean for education, and the chair of Curriculum Committee by email when a change has been initiated. SONDB automatically notifies the registrar and associate dean for education and student affairs by email once changes have been finalized. The website's Course Catalog will be updated automatically.

1. Exception

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 the Course Catalog, the responsible program director should send changes by email at webmaster@son.rochester.edu to be updated in online course catalog.

Created: 5/17
Reviewed: 9/20

A. Academic Program Goals and Program Learning Outcomes

All specific program goals are consistent with the Unification Model and relate to the overall SON goals.

1. Accelerated Program for Non-Nurses (APNN)

The goals of the APNN are to prepare Registered Professional Nurses who:	After successful completion of the APNN program, the graduate will be able to:
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.	<ol style="list-style-type: none">1. Demonstrate competent clinical judgement in the provision of safe and effective quality client care.2. Demonstrate effective and culturally respectful communication skills when interacting with others. Communicate effectively when interacting with clients, families, and professional teams.3. Use inter- and intra-professional collaboration to promote high quality care coordination. Collaborate effectively in intra- and interprofessional teams to coordinate safe and effective care.4. Plan, implement and evaluate nursing care to meet the culturally diverse needs of individuals, families and communities. Provide client and family-centered care in an appropriate cultural context.5. Demonstrate foundational leadership knowledge, skills, and abilities. Leadership includes advocacy for self, clients, and the profession. Advocate for self, clients, families, communities, and the nursing profession to improve and sustain safe and effective care.6. Use technology and information systems to enhance decision-making in healthcare delivery systems. Effectively use the electronic health record and/or online resources and data to improve healthcare outcomes.7. Examine the impact of determinants of health on client care, health promotion, and disease prevention in diverse populations in multiple contexts across the lifespan.
II. Contribute to excellence in nursing care by scholarly contributions through participating in the discovery, integration, and application of research.	<ol style="list-style-type: none">1. Demonstrate integration of disciplinary knowledge, clinical appraisal of the best evidence, and client values in the provision of quality nursing care.
III. Engage in activities to promote self-awareness and self-growth in the practice of nursing.	<ol style="list-style-type: none">1. Engage in self-assessment and reflective practice to improve professional performance in accordance with professional standards.

Approved by Curriculum Committee and Faculty 12/21

2. *RNBS PROGRAM*

The goals of the RNBS program are to prepare registered professional nurses who:	After successful completion of the RNBS program, the graduate will be able to:
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.	<ol style="list-style-type: none"> 1. Plan, implement, and evaluate nursing care to meet the culturally diverse needs of individuals, families, and communities across the lifespan. 2. Use health promotion and disease prevention strategies to address the complex health needs of an increasingly diverse US population. 3. Demonstrate competent clinical judgment in the provision of safe, effective, evidenced-based, quality patient care. 4. Use inter- and intra-professional collaboration to promote high-quality care coordination. 5. Utilize data and informatics for the delivery of nursing care across the lifespan
II. Contribute to excellence in nursing care by scholarly contributions through participating in the discovery, integration, and application of research.	<ol style="list-style-type: none"> 1. Analyze care delivery within complex systems for optimized care of patients, families, and communities.
III. Engage in activities to promote self-awareness and self-growth in the practice of nursing.	<ol style="list-style-type: none"> 1. Engage in self-assessment and reflective practice to promote professional performance and clinical growth.

Approved by Curriculum Committee and Faculty 12/21

3. *Clinical Nurse Leader Master's Program (MS-CNL)*

The goals of the MS – CNL programs are to prepare health care leaders who:	After successful completion of the MS - CNL program, the graduate will be able to:
I. Provide strategic and sustained direction, clear and visible values, and organizational environments that foster continuous improvement and enable success	<ol style="list-style-type: none"> 1. Lead interprofessional teams to improve healthcare delivery. 2. Evaluate population health and disease prevention services to improve the health of individuals, families, and communities. 3. Create and sustain cultures of diversity and inclusion to promote racial and social justice, and health equity across diverse healthcare settings.
II. Support evidence-based practice and inquiry relevant to improving health and complex health systems	<ol style="list-style-type: none"> 1. Engage in systems review to improve quality of patient care delivery. 2. Engage in evidence-based practice to achieve optimal patient outcomes.
III. Create environments that foster innovation and continuous learning	<ol style="list-style-type: none"> 1. Use information technology to analyze data and optimize patient care.

Approved by Curriculum Committee and Faculty 12/21

4. *Master's in Nursing Education Program (MS-MNE)*

The goals of the MS – MNE program are to prepare educational leaders who:	After successful completion of the MS-MNE program, the graduate will be able to:
I. Model evidence-based practices in teaching and learning, and interprofessional practice in academic, clinical, and community settings.	<ol style="list-style-type: none"> 1. Function as educational leaders and change agents, advancing evidence-based teaching and learning practices in clinical, community, and academic settings at the local, regional, and national level. 2. Implement learner-centered pedagogy in clinical, community, and academic settings that facilitates learning to achieve desired cognitive, affective, and psychomotor outcomes. 3. Demonstrate educational leadership skills in leading intra/inter professional teams to foster collaboration and transform clinical and academic nursing education. 4. Lead organizational change to promote all aspects of racial and social justice and health equity across diverse educational settings.
II. Actively engaged in the scholarship of teaching and learning.	<ol style="list-style-type: none"> 1. Make judgments that reflect a scholarly critique of current evidence from nursing, education, and other disciplines with the capacity to identify gaps in knowledge and formulate research questions.
III. Lead with integrity, demonstrating attainment of national nurse educator competencies, including educational certification.	<ol style="list-style-type: none"> 1. Contribute to the scholarship of nursing education through discovery, teaching, and integration of evidence-based practices.

Approved by Curriculum Committee and Faculty 12/21

5. *Leadership in Healthcare Systems Master's Program (MS-LDR)*

The goals of the MS-LDR program are to prepare Health Care Leaders to:	After successful completion of the MS – LDR program, the graduate will be able to:
I. Provide strategic and sustained direction, clear and visible values, and organizational environments that foster continuous improvement and enable success.	<ol style="list-style-type: none"> 1. Lead effective, high performance interprofessional teams to meet organizational goals in a variety of healthcare environments. 2. Create and sustain cultures of diversity and inclusion to promote racial and social justice, and health equity across diverse healthcare settings. 3. Interpret and apply economic, financial, and health outcomes data through the use of organizational information systems to support organizational decision making, attainment of strategic goals, and effective operations in a variety of healthcare environments.
II. Catalyze commitment to evidence-based practice and purposeful inquiry that generates new understandings of health and complex health care systems.	<ol style="list-style-type: none"> 1. Demonstrate evidence-based leadership practice in all aspects of the healthcare manager role in a variety of healthcare environments
III. Create environments that foster innovation and continuous learning.	<ol style="list-style-type: none"> 1. Apply principles of continuous quality improvement in daily and strategic operations to optimize stakeholder outcomes in a variety of healthcare environments.

Approved by Curriculum Committee and Faculty 12/21

6. Nurse Practitioner Master's Program (MS-NP)

The Goals of the MS-NP program are to prepare advanced practice nurses (APRN) whom:	After successful completion of the MS-NP, the graduate will be able to:
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	<ol style="list-style-type: none"> 1. Create comprehensive population-specific, patient-centered plans of care to improve health outcomes. 2. Implement the principles of quality and patient safety using emerging scientific evidence for continuous improvement of person-centered care. 3. Design plans of care that integrate determinants of health, health promotion, disease prevention, and health restoration for diverse populations through collaborative partnerships that produce equitable health outcomes.i.e., population health outcomes. 4. Collaborate with interprofessional teams, patients, families, and communities using effective interpersonal and communication skills to optimize safe and effective patient care. 5. Synthesize principles of organizational leadership and systems-based thinking to effectively participate in transforming health care delivery systems to improve equitable health outcomes. 6. Appraise data, information technology, communication networks, and patient care technology to monitor outcomes of care, care systems, and practice improvement to drive health care decisions that improve quality and efficiency in care delivery. 7. Promote racial and social justice and health equity across diverse healthcare settings.
II. Are actively engaged in scholarship through the clinical application of existing knowledge the generation and dissemination of new clinical knowledge.	<ol style="list-style-type: none"> 1. Synthesize established and evolving scientific knowledge from diverse sources and disciplines to contribute to the generation, translation, and dissemination of clinical scholarship.
III. Maintain competence in their specialty through formal and informal educational opportunities, specialty certification and who promote the ongoing education of others.	<ol style="list-style-type: none"> 1. Demonstrate a commitment to carrying out professional responsibilities and adherence to ethical principles.

Approved by Curriculum Committee and Faculty 12/21

7. *Doctor of Nursing Practice (DNP)*

The goals of the DNP program are to prepare:	After successful completion of the DNP program, the graduate will be able to:
<p>Prepare diverse clinical scholars and practice leaders who transform healthcare delivery, optimize health outcomes for diverse populations, and generate practice knowledge to advance the discipline of nursing.</p>	<ol style="list-style-type: none"> 1. Synthesize theoretical and empirical knowledge from a variety of sources to lead a systematic investigation of an identified practice issue. 2. Lead team-based interprofessional care with intentional collaboration and effective communication to foster a climate of mutual learning, respect, and shared values. 3. Integrate information and communication technologies, as well as informatics processes to make data-driven decisions to improve outcomes and optimize healthcare delivery. 4. Drive innovation as a systems thinker, change agent, and advocate to influence health policy, improve organizational performance, and advance health equity. 5. Advance the nursing profession through professional identity formation, ethical practice, disciplinary knowledge development, and clinical scholarship.

Approved by Curriculum Committee and Faculty 12/21

8. *PHD Program*

The goals of the PhD Program are to prepare:	After successful completion of the PhD Program, the graduate will be able to:
I. Scholars who develop and refine the evidence base for culturally congruent collaborative health care of individuals, groups, and populations.	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">1. Design, execute, and disseminate clinical research that is:<ul style="list-style-type: none">▪ 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.	<ol style="list-style-type: none">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 Curriculum Committee and Faculty Spring 2006

B. General Course Information

1. Instructor Access

The information that professors can access on-line includes: class meeting times, enrolled students, and pictures of enrolled students. Instructors can access this system via the Instructor Access tab in Blackboard.

2. Access to Advisee Records

School of Nursing advisor can view the academic records of their advisees via UR Student. This system permits advisors to access their advisees' current registration status, schedule, contact information, complete academic history, and hold information. The link to UR Student is <https://tech.rochester.edu/services/urstudent/>.

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.

3. Grading

Teaching faculty are required to enter final letter grades in UR Student. This is in addition to any grades maintained in Blackboard. A student's grade is not official until grades have been submitted to the Registrar via UR Student.

4. Process of Obtaining Copyright Permission

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

- a. Begin by checking the e-journals (<http://www.urmc.rochester.edu/hslt/miner/ejournals/>) and the e-books list:
 - i. (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.
- b. If the journal article is available electronically through Miner Library, no fair use analysis is necessary.
- c. 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.
- d. 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/>.)

C. Preceptor Information

1. Undergraduate Programs

a. APNN Program

Faculty responsible for clinical precepting in the APNN program must attend a mandatory faculty orientation offered by the affiliating clinical site. It is also an expectation that faculty 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 follow 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. Please refer the position description for specific responsibilities.

b. Requirements for Faculty Supervising Students in Direct Patient Care Areas

Credentialing of clinical faculty is coordinated and monitored by the office of the associate dean for education and student affairs. Responsibilities include, but not limited to:

- Upon hire, faculty will provide the SON with copy of RN licensure; American Heart Association or American Red Cross BLS Card; 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.
- 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:
 - Practice partner hospital's mandatory materials Annual Health Update, including PPD and flu;
 - Current BLS CPR Card;
 - Unit Orientation to all Units Assigned

The an APNN administrative assistant will track one time, periodic, and annual requirements and notify all faculty prior to the beginning of the semester as to required documentation. APNN program directors will work closely with practice partner clinical coordinators to ensure all required documentation is in place.

For those faculty precepting students they will be required to complete the orientation to the practice partner Hospital, which may include nursing practice specific 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.

c. RNBS

In the RNBS program, course faculty identify community agencies and meet with community agency liaisons to arrange clinical placements in Population Health and RNBS Capstone in the final semester. Course faculty communicate with agency contacts throughout the courses in person and virtually to evaluate the clinical site. Students are also asked by course faculty to provide feedback about their clinical experiences. In the leadership course, the clinical sites for the precepted clinical leadership experience are similarly approved and reviewed by course faculty. During the 22-23 academic year, the RNBS program implemented SONNET to track clinical education experiences.

2. Graduate Programs

a. MNE

MNE program preceptors are involved in student teaching and direct clinical experiences. Preceptors work closely with the URSON Experiential Learning Faculty Coordinator (ELFC) and Experiential Learning Faculty (ELF) to provide valuable feedback about student learning and performance. New preceptor orientation is provided in group and individual settings annually by the MNE and ELFC. All preceptors receive program documents including area roles, expectations for teaching, supervision, and the course-relevant NLN educator competencies, and course syllabi to guide student work during the semester.

b. CLN

CNL clinical preceptors hold graduate degrees and are working in clinical leadership roles. Preceptors work closely with the URSON Experiential Learning Faculty Coordinator (ELC). New preceptor orientation is provided in group and individual settings, annually, by the CNL Specialty Director. All preceptors receive program documents including area roles, expectations for teaching, supervision, and the course-relevant AACN CNL competencies, and course syllabi, to guide CNL learning experiences during the semester.

c. NP and Advanced Certificate

Clinical learning experiences for NP 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, and URSON Clinical faculty.

i. Additional NP Preceptor Information

All arrangements for clinical placements, whether on-campus or off-campus, are made through the School of Nursing Clinical Site and Preceptor Administrator (CSPA). For all non-University of Rochester affiliated clinical experiences, a Certificate of Insurance or Memorandum of Understanding (MOU) must be in place before the clinical experience begins.

The URSON NP clinical site and preceptor administrator (CSPA) manages this process which includes communication with students, preceptors, and clinical placement settings, compliance oversight for students and preceptors, and ensuring complete and accurate records of student precepted learning experiences, student/faculty compliance/certification and other related information. The NP-CSPA works closely with NP program directors to coordinate clinical placements. NP specialty directors directly oversee and assign clinical placements for NP students based on student learning needs

and clinical course requirements. Please refer to the NP Clinical Faculty position description for detailed information about responsibilities. Position descriptions, that include all responsibilities for the graduate faculty clinical coordinator, NP clinical coordinator, and NP clinical faculty can be found on G-Public.

ii. Additional NP New Clinical Sites/Preceptor faculty responsibilities include:

- Assist in identifying new potential clinical sites/preceptors and provide this information to the CSPA.
 - New agreements will be initiated and confirmed by the CSPA (see Section V.C.9).
- 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 CSPA.

iii. Assessment of Student Learning

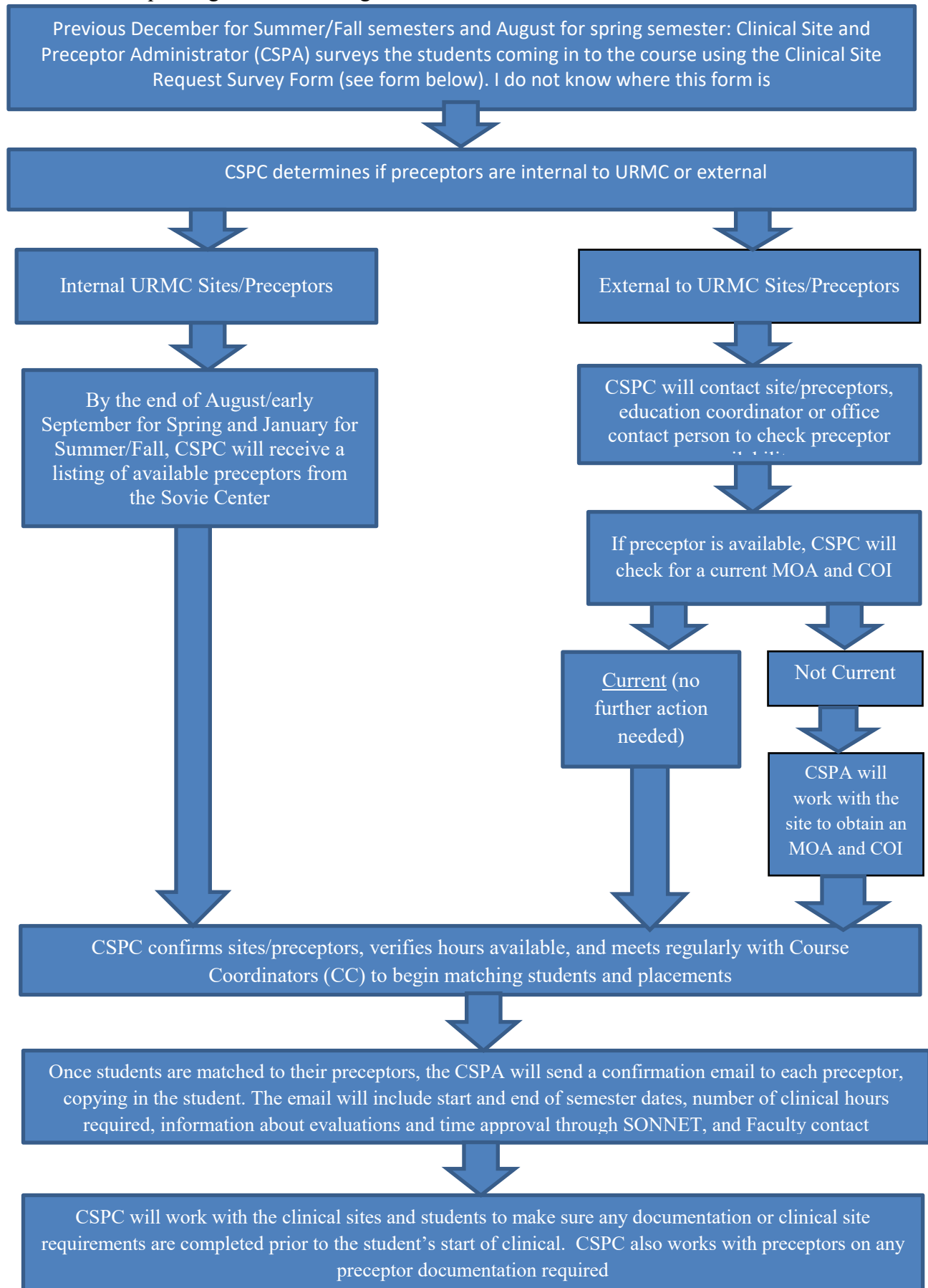
Student learning and competency development are assessed by Clinical Faculty and Preceptors using a standardized documentation tool called the NP-CAT (Nurse Practitioner–Competency Assessment Tool), which is stored in our web-based, proprietary SON Nurse Education Tracker (SONNET). Attainment of clinical hours (both direct and indirect) is also recorded in SONNET. Previous course assessments and hours completed are also archived in the SONNET system.

iv. Clinical Site and Preceptor Evaluations

Evaluation forms are located in SONNET and must be completed by the end of each semester by the students and Clinical Faculty. Students will not receive final course grades until their evaluations have been submitted.

Faculty Responsible for Supervising Accelerated Students

Process for Requesting and Confirming Clinical Sites:



Additional NP Program Roles*

i. Graduate Preceptor Coordination

Preceptor coordination is a collaborative effort among the CSPA, Course/Clinical Coordinators, and Program/Specialty Directors. The duties of the CSPA include the following:

- Establish and maintain relationships with agencies, preceptors and faculty.
- Request and confirm clinical sites.
- Confirm availability of clinical sites for each semester and communicate specific site requirements.
- Maintain record of sites and preceptors contacted.
- Maintain the database of preceptors and clinical sites.
- Assure that a clinical site Memorandum of Agreement (MOA) is established with all non-University of Rochester agencies and kept up-to-date, as needed.
- Obtain Certificate of Insurance (COI).
- Ensure compliance with site requirements.
- Generate reports of clinical sites being utilized by courses each semester.
- Facilitate Clinical Associate and Adjunct Faculty appointments.
- Participate in planning the preceptor workshop(s).
- Track continuing education coupons earned by preceptors.
- Provide documentation to preceptors about the number of hours they have precepted.
- Maintain preceptor file to include copy of CV, NP license, and any certifications.
- Manage SONNET database verifying the completion of clinical hours, assessments, and evaluations.

ii. Course/Clinical Coordinators

In collaboration with Program Directors, include (in part) the following responsibilities:

- Assess the appropriateness of new clinical sites.
- Make final decisions about clinical placements.
- Monitor and evaluate students' clinical progress.
- Maintain contact with preceptors.
- Arrange for Clinical Faculty to conduct a Clinical Site visit, documenting student competency assessments and clinical site evaluations in the SONNET database.

*All NP position descriptions with further detail can be found in SONDB

d. 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 CSPA oversees the process for establishing the formal agreement for clinical experience.

The "Memorandum of Agreement" (MOA) 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.

e. Additional Information for Establishing New Clinical Sites Agreements

Memorandum of Agreement information includes:

- The agreement is emailed to the agency for review.
- Once approved, electronic signatures are placed, and the agreement is emailed back. If an original signature is required, this can be obtained and the agreement can be scanned back, or it can be mailed back if preferred.
- If the agency returns the contract with significant changes, or if the agency prefers to use their own agreement, this 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. A copy will also be placed electronically in SONDB.

D. General Course Instruction Information

1. Course Coordinator Expectations* – General

- a. Review course evaluations and course summaries from preceding offering.
- b. Determine course textbook(s) or other materials and order from 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.
- c. Develop or revise course syllabus as outlined by required template. 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, and Curriculum Committee. If NYSED approval is required, no changes can be implanted until approval is obtained.
- d. Course planning should include:
 - Determine methods of teaching, assignments, and evaluation
 - Develop class schedule and content
 - Develop or revise class (not course) student learning outcomes
 - Update readings for classes according to most current knowledge
 - Develop or revise guidelines for assigned work
 - Arrange to have syllabus placed in Blackboard via AEFIS
- e. Room scheduling in completed prior to the semester. Any request for room changes or additions must be submitted to the HWH room scheduler.
- f. Arrangements for guest lecturer(s) include:
 - Contacting guest lecturer to facilitate scheduling.
 - Writing letter of plan, sending any needed materials, parking instructions if needed.
 - Sending thank you letter post presentation; may include student evaluations of lecture.
 - Guest lecturers are not permitted in the APNN program and should be used sparingly in other programs.
- g. If course support is assigned, negotiate responsibilities and timing.

- h. Course should be made available to the student with an updated syllabus at least one week before prior to the first day of classes. Attend to student questions regarding course, classes, and assignments – Every effort should be made to respond to students within 24 hours during business days.
- i. Teach using multiple teaching modalities.
- j. Grade assignments, including class participation, if relevant.
- k. Record grades electronically through UR Student.
- l. Send Academic Alerts as needed. This is an opportunity to let students know they are at risk for failing the course/clinical, as well as identify potential additional resources to support student success, to document officially, and to let the student's academic advisor know of a potential need for student advisement or remediation.
- m. Write examinations as needed. APNN Program – refer to ARC exam policy guidelines
- n. Compile and enter final grades on time.
- o. 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).
- p. Undergraduate courses - maintain contact with other Course Coordinators and Program Directors for scheduling of examinations and assignments, and choice of required texts.
- q. Encourage students to complete course evaluations and teaching effectiveness surveys
- r. Meet with students as need.
- s. Arrange labs as appropriate.
- t. Ensure compliance with mandatory health and direct supervision requirements for faculty.
- u. In case of an emergency, course coordinator works with program director and/or associate dean for education and student affairs to arrange necessary coverage.

*Refer to faculty role position descriptions for additional responsibilities

2. *Retention and Transfer of Nursing Course Materials*

- a. Policy: At the conclusion of the semester in which a course has been taught, the School of Nursing will retain the following materials:
 - The final course syllabus
 - A list of required and recommended texts and references
 - Examinations
 - Guidelines outlining student expectations for completing assignments
 - Laboratory guidelines
 - A personal evaluation of course operations, including context relevant to course evaluations by students and recommendations for operational changes in future semesters
- b. Procedures, 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 in AEFIS.
- c. Additional Information:

- 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.
- 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.
- If faculty have been using textbooks or other special materials owned by the School of Nursing these should also be transferred.
- Faculty who are leaving the School of Nursing should submit all of the above materials, including SON-owned texts, educational materials, etc., to the appropriate Program Office.
- Transfer of detailed course materials (e.g., lecture notes, handout masters) is left to the discretion of the individual faculty member.

3. *Grading System*

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

A	=	93-100	C	=	73-76
A-	=	90-92	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62
C+	=	77-79	E	=	Below 60

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

A	=	93-100	C	=	70-79
A-	=	90-92	E	=	<70
B+	=	87-89			
B	=	83-86			
B-	=	80-82			

4. *Course Syllabi Format and Requirements*

Course syllabi and all course materials are the property of the School of Nursing.

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.

All course syllabi are entered and distributed to students and faculty through the AEFIS reporting system. The following sections of syllabi are not to be changed by individual faculty: course #, course title, course description, delivery mode, prerequisites, co-requisites clinical and course objectives, credit hours, grading system. These require the approval of the relevant sub-committees and Curriculum Committee.

Requirements include: An electronic copy of the course syllabus must be entered in AEFIS by the first week of the semester in which the course is taught. This may be data entered by the administrative assistant or support staff for the educational program. Throughout the semester, updates to the syllabus should be made in AEFIS. A final electronic copy of the course syllabus for the semester will be retained in AEFIS through the Office of Institutional Effectiveness. Accreditation requires that course syllabi be kept on file in the School of Nursing (specifically in the Office of Institutional Effectiveness). Program Directors will also ensure that exports of the AEFIS course syllabi are available on the G:\PUBLIC directory for distribution to the Registrar's Office, Deans and Directors, and upcoming faculty.

5. *Credit Hour Guidelines*

According to NYSED, "Semester hour means a credit... granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter." All courses should reflect the 15- week/semester requirement. On-line courses should document equivalent time commitments.

6. *Syllabus Information*

The following sections (which require curriculum committee approval to change) are updated in UR Student/AEFIS upon approval:

- Course #, course title, course description, prerequisites, clinical and course objectives, credit hours, delivery mode and grading system (graduate or undergraduate) If there is a discrepancy, please contact the School of Nursing Registrar and School of Nursing AEFIS Administrator
- 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 assessments must be mapped to course 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.

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 Joseph Gomulak-Cavicchio, School of Nursing Disability Coordinator, University of Rochester, School of Nursing, Box SON, Rochester, NY 14642, (585) 275-8342.

- **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 Course Template, 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.

¹Course Number

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

²Official Title of the Course

- As approved by Curriculum Committee and NYSED

³Pre-Requisite(s) or ⁴Co-Requisite(s)

- As approved by Curriculum Committee and NYSED

⁵Credit 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)

⁶Course 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.

⁷Course Description

- List exact wording as approved.

⁸Student Learning Outcomes

- List exact wording as approved

⁹Teaching 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[Official 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

Course Requirement	Percent of Total Grade	Alignment with Student Learning Outcome(s)
1.	[#] %	SLO [#, #,]
2.	[#] %	SLO [#, #,]
3.	[#] %	SLO [#, #,]
4.	[#] %	SLO [#, #,]

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:

A	93-100	C	73-76	"C-" is considered unsatisfactory work for undergraduate students; see <i>Student Handbook</i> for implications.
A-	90-92	C-	70-72	
B+	87-89	D+	67-69	
B	83-86	D	63-66	
B-	80-82	D-	60-62	Failing grade; see <i>Student Handbook</i> for implications.
C+	77-79	E	<60	

For APNN courses, all assignments must be submitted to receive a passing grade

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:

A	93-100	
A-	90-92	
B+	87-89	
B	83-86	
B-	80-82	
C	70-79	"C" is considered unsatisfactory work for graduate students; see <i>Student Handbook</i> for implications.
E	<70	Failing grade; see <i>Student Handbook</i> for implications.

For 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 phrase: Additional readings as assigned.]

Recommended Textbook(s)

[List recommended text(s). If appropriate, include the phrase: 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>).

New Course Proposals and Revisions to Existing Courses

New course proposals must be approved by the appropriate subcommittee(s) and curriculum committee. 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. If course changes require NYSED approval no changes can be implanted until the associate dean for education and student affairs receives confirmation.

E. Graduation

The University of Rochester School of Nursing graduation ceremony occurs at the Eastman Theatre. 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:

- The director of admissions and enrollment management 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.
- 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.
- A list of undergraduate and graduate students are presented to the SON faculty for approval via electronic vote.
- After approval by the faculty, the list is sent to the board of trustees. After approval by the board, 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**. RNBS students who have additional coursework to complete during the summer to meet their requirements are also included in Commencement in May.

F. 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.

G. Licensure

All SON faculty members who are Registered Nurses must have a NYS 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 SON 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>

H. Audiovisual Equipment for Use in Helen Wood Hall

All classrooms in Helen Wood Hall are equipped with a projector, computer, camera and microphone/speakers for lecture capture and/or distance learning. Classrooms in the 1w500 corridor and the School of Nursing Auditorium feature PowerPoint remotes and lapel microphones.

Any non-standard equipment requests or queries about available equipment should be sent via email to SONHelp@urmc.rochester.edu. Please include the date of your event and the room requested.

Room and Equipment Scheduling Policy and Procedure

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

- Send your request by e-mail to SON-Room-Scheduler@URMCRochester.edu or call 276-6300 as far in advance as possible.

- Please allow Room scheduler up to a 1 business day response time before the request will be serviced.
- 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. For larger events, please request at least 2 weeks in advance if possible. 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:

- The time the request is placed - first come, first serve
- Size of class or event
- Number of sessions the class or event has
- Any special requirements of class
- Any additional services needed (trash-out, setup, etc.)

Please inform SON room scheduler of any issues with the space.

SECTION VI. RESEARCH

A. Harriet J. Kitzman Center for Research Support

Purpose

The purpose of the Harriet J. Kitzman Center for Research Support is to:

- 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
- To provide training opportunities for pre-doctoral trainees and postdoctoral fellows in all phases of the research process
- Advance research dissemination
- Provide support to the Centers of Excellence

1. 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, grant development support, grant submission support, financial oversight of post award and the dissemination of their research findings.

2. Organization

A Director who is also the associate dean for research is the Director of the Center for Research Support and provides leadership and oversight to the Center's administrative team. The following individuals report directly to the Director/ADR; Sr. Research Administrator for the Center (responsible for financial management, pre and post award functions) and the Director of the Research Facilitation Group (responsible for oversight of the team of research experts) and the Administrative Assistant to the Director/ADR.

3. Administrative Grant Support

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; maintain biographical sketches; 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.

4. 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

B. Centers of Excellence

1. *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.

2. *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. Faculty, pre-doctoral trainees, post-doctoral fellows, clinical nurses and other interested persons are encouraged to attend.

3. *Research Educational Consultation Services:*

a. *Design & Analysis Consultation Group (D&ACG): By request*

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.

b. *Qualitative Research Group: By request*

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.

C. Publications and Abstracts of Presentations

1. *SON Database*

Faculty are responsible for ensuring that their CV is updated once per year. Center for Research Support (CRS) personnel use faculty CVs and ORCID to update the publication section of the SON database. These data are used in 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.

2. 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 URM 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.

Tenure track faculty and postdocs are encouraged to contact the CRS Administrator before investigating additional funding opportunities for information maintained by ORPA. ORPA may be reached at extension 54031 and URM Foundation Relations staff may be reached at extension 35113.

The SON has a competitive small internal pilot grant program - the Research Support Grant (RSG), which provides funds to faculty and post-doctoral fellows for pilot studies that will provide the foundation for future external grant submissions. To promote new research proposals, submissions can be made throughout the year. It is recommended that faculty interested in submitting a RSG should contact 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.). A final report is due within four months of completion of the project, which will be tracked to determine the effect and success of the program.

Further information and application forms may be obtained from the Administrative Assistant for the Associate Dean for Research or downloaded from the School of Nursing intranet within the Information for Tenure Track faculty/Staff section.

D. 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 <https://www.rochester.edu/orpa/> Please note that the UR has an education portal, which outlines many of the policies and regulations to follow when you are applying for federal funds and after you are funded. This portal is located at <https://www.rochester.edu/orpa/compliance/>

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 SON intranet, Information for Tenure Track Faculty/Staff 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. A mock review is recommended for early stage investigators

submitting their first R or K NIH grant. To accommodate mock review scheduling, reviewer time, and ample time for revisions, a 6 month advance notice is recommended.

All proposals must be submitted to ORPA at least (5) business days prior to the grants.gov submission deadline.

1. *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:

- a. Review and Approvals by:
 - i. Sponsor
 - ii. Coordinator, Doctoral Program
 - iii. Associate Dean for Research
 - iv. ORPA
- b. Inputting all information into the electronic application
- c. Review and submission through grants.gov and eRa Commons

E. 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.

F. Human Subjects Procedures

1. *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.

2. Policies and Procedures for SON Scientific Review of RSRB Protocols

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

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 \(RCO\)](#)

G. UR SON IRB Application and Amendment Protocol Submission Procedures

The Office for Human Subjects Protection and the Research Subjects Review Board (RSRB) provide institutional oversight to assure the rights and welfare of human subjects are adequately protected. General information on the submission of RSRB applications, FAQ, protocol and consent templates can be found here <https://www.rochester.edu/ohsp/rsrb/index.html>. All new protocols are uploaded into the Click®IRB system and are reviewed internally within the SON for scientific merit by the Director for Research Compliance or the Associate Dean for Research prior to being released to the RSRB for review. For specific questions about or help with RSRB submissions, please see Human Subjects Research Coordinators in the Research Facilitation Group.

1. 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 insure that you have basic human subject's protection knowledge to apply to your coursework and are fully certified for RA work. The ERPR is not acceptable for this requirement.

2. 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.

3. 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-00-039<http://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>

SECTION 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/>.

SECTION 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, should consult with the School of Nursing Communications Office , at SON-Communications@urmc.rochester.edu 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.
3. Information on non-clinical matters (e.g., research and educational activities) is coordinated as follows:
 - a. The Public Relations staff will contact the news media directly to help facilitate the dissemination of new items or,
 - b. 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. School of Nursing Education Mission - Faculty Travel Policy

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 with the Dean's approval.

Request for travel and funding must be approved in advance by the Associate Dean for Education and Student Affairs.

The associate dean 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.

The Travel Request Approval Form can be accessed using the link below. Forms will automatically route for approval. Applicable information related to the travel request should be attached to the

form (conference announcements, copies of accepted abstracts, etc.)

<https://app.smartsheet.com/b/form/62d345af22e84816a3682ae961c13096>

You are required to adequately account for expenses within a reasonable period of time. An F3 Employee Business Expense Report must be submitted to the department for review and approval within **60 days** from the date of event, return from trip, or date of expenditure if no event or trip is involved. Failure to submit within 60 days may jeopardize your ability to be reimbursed.

1. Funding Guidelines

a. FT clinical faculty

- One trip with complete funding with podium or poster presentation with preapproval from AD*
- \$750 annual reimbursement with preapproval from AD

b. PT clinical faculty

- \$375 total annual reimbursement with preapproval from AD
- Faculty can negotiate directly with AD for additional pro-rated travel support if the outcome of the travel directly impacts a strategic plan goal

c. Program directors

- One trip of their choice with complete funding and preapproval from AD
- One trip supporting strategic plan initiatives (ie: AACN/NONPF conference) with complete funding and preapproval from AD
- \$750 annual reimbursement with preapproval from AD

d. Specialty directors

- One trip supporting strategic plan initiatives (ie: AACN/NONPF conference) with complete funding and preapproval from AD
- \$750 annual reimbursement with preapproval from AD

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 4-weeks of vacation. Vacation time is approved through the reporting Associate Dean. Please note – faculty members do not accrue vacation and unused vacation time does not carry over into the following year.

D. Faculty Workload Model

a. 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 schools 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 courses , estimated time commitment required to fulfill their research and/or clinical goals (i.e. significant course redesign). Requests for special consideration in teaching assignments 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 education systems educator collates all teaching preferences by program and sends them to program director(s) to review. It is the responsibility of the program directors to then assign teaching faculty to courses. In the event a faculty member teaches in more than one program, it is the program director(s) responsibility to communicate individual program needs and negotiate where needed. The assistant dean for education and the education systems administrator will meet with program directors to complete an initial draft of faculty assignments. Upon which time program director(s) will again review and adjust as needed to fill teaching assignment gaps. The associate dean for education and student affairs, the assistant dean for education, the education systems administrator, and individual program directors will complete a secondary draft of faculty assignments. Each individual faculty workload is then reviewed and discussed by the associate dean for education and student affairs, other deans as needed, the assistant dean for education, and education systems administrator in order to ensure a balance of individual faculty needs, equity among faculty and meeting the workload obligations of the SON.

b. 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, school based committees, other assigned non-teaching responsibilities, 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.)

c. Percent of effort table - 2022 - 2024 Assignments

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 associate dean for education and student affairs. Faculty course support are sometimes needed for courses with large numbers of students or significant grading requirements – requests for course support should be

discussed at the time assignments are made. Requests after assignments have been made are sent to the associate dean for education and student affairs. Co-assignment of faculty to courses is individualized based upon faculty and course need.

ACTIVITY		% EFFORT PER SEMESTER
Teaching		
Didactic	1 credit 2 credits 3 credits 4 credits 5 credits 6 credits 7 credits	.05 .15 .25 .35 .45 .55 .65 For 21-40 students, add .05 to the base (above) For 41-60 students, add .10 to the base (above) For 61-80 students, add .15 to the base (above) For 81-100 students, add .20 to the base (above) For >100 students, add .25 to the base (above)
Clinical Guidelines	APNN (6-10 students depending on the course) NUR 372 - .25 NUR 374A - .25 NUR 374B - .25 NUR 375 - .25 NUR 377 - .50 NUR 379 - .10	Masters – Precepted Clinical The number of students: 1 – 5 - .10 6 – 10 - .15 11 – 15 - .20 16 – 20 - .25 21 – 25 - .30 26 – 30 - .35 31 – 35 - .40 36 – 40 - .45 41 – 45 - .50 46 – 50 - .55 NP Site Visits – Negotiated with Academic Dean
Lab Guidelines	APNN NUR 362 - .05 NUR 372 - .05 NUR 376 - .05 Lab Coordination -	Masters NUR 410 - .10 NUR 422 - NUR 414 - 0.01
EDUCATION SUPPORT ACTIVITIES		
Academic Advising (UG/MS students): <11 students 11-15 students 16-20 students 21-25 students 26-30 students >30 students APNN Advisor Only DNP Project Coordinator DNP Scholarly Project Senior Advisor DNP Scholarly Project Team/Committee Member		.00 (min expectation) .01 .03 .05 .07 .10 .05 Negotiated with Academic Dean .05 .03
PhD Advisement, per student (12-month activity) PhD Academic Advisor* (from admission through committee formation) PhD Dissertation Advisor* (from formation of committee through completion of defense) PhD NRSA sponsor AND advisor or dissertation chair* PhD Dissertation Committee Member PhD Dissertation Committee Member AND NRSA co-sponsor		(workload reflects 12-month commitment) .03 (1 hour/week) .05 (2 hours/week) .06 .03 .04
*Cap of 5 students chaired, per AACN quality guideline 1 Credit Hour Independent Study (with approval of Academic Dean) 2 - 3 Credit Hour Independent Study (with approval of Academic Dean)		.02 .04

RESEARCH AND SCHOLARSHIP		
Career Development/Mentoring External Peer Review (grant review, abstracts, manuscripts) 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)	Negotiated for Research/ Education with AD	
SERVICE		
Committee: Clinical Appointment and Promotion Council on Diversity and Inclusiveness Curriculum Committee Faculty Governance Committee Faculty Senate Program Subcommittees Research Council Research Subjects Review Board, URM/UR Search Committee Student Affairs Committee Tenure Committee URMC Task Forces / Committees University-wide Committees National/Professional Committees Faculty Diversity Officer Clinical Practice: Joint appointments to be negotiated with AD	Chair .02 NA .05 .04 NA NA .02 Negotiated with AD .02 .04 .02 Negotiated with AD Negotiated with AD Negotiated with AD NA	Member .01 .01 .02 .01 .01 .01 .01 Negotiated with AD .01 .01 .01 Negotiated with AD Negotiated with AD Negotiated with AD .25

SECTION 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

Refer to Section IV Faculty Policies of the 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 discipline. 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:*

- Tenure Eligible
- Clinical Track: for ranked clinical/education faculty, as well as tenure track faculty who are not tenure eligible –includes session faculty
- Senior Associate formerly ranked SON faculty now currently matriculated a doctoral program within the University of Rochester (non-voting)
- Session, non-URMC preceptors & other
- Research Associate – generally PhD prepared tenure track faculty – non-ranked/non-voting

2. *Qualifications of Faculty:*

- Tenure eligible: doctoral preparation
- Clinical track: advanced academic preparation, involved in clinical practice, education, or research
- Clinical Associate: advanced academic preparation, 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.
- Session: advanced academic preparation; 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.
- Tenure Track and Clinical Track Faculty

3. *Scope of Activities*

Tenure Track and clinical faculty share in the responsibility of conducting the work of the SON 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.

- Share and accept the philosophy of the School of Nursing that articulates with the mission of the University of Rochester.
- Demonstrate scholarly productivity.
- Accountable for the education of School of Nursing students.
- Participate in the governance of the School of Nursing.
- Interact directly and/or indirectly with consumers of nursing practice as educators, researchers, clinicians, and leaders.
- Involved in URMC and the University of Rochester academic community, the professional community, and the community at large.

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*

- a. 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.
- b. 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.
- c. Appointments from Other University Academic Units
 - i. 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.
- d. Part-Time Faculty Appointments
 - i. 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.

5. *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.

- a. Faculty member must initiate discussion regarding this request with their assigned Associate Dean at the time of the annual evaluation.
- b. The deans, based on the faculty mix and projected needs of the SON, will make an administrative decision regarding the request.
- c. 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.

- d. The associate dean will prepare a letter of support and submit the materials to the associate dean in the new track. The 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.
- e. The review committee will determine if the faculty member meets the criteria for reappointment/promotion at the requested rank.
- f. The dean will notify the faculty member in writing of the decision.

6. *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.

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.

E. 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 can range from one to three-year terms. Full time clinical faculty positions in the SON do not carry a specified employment or compensation end date. 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 1st 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 the 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.

F. 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.

2. *Procedure for Reappointment*

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.

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.
- Names of at least three internal references (the associate dean for research solicits the internal letters of reference and these letters are confidential).

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 (for fall appointment) and by Nov 1 (for spring appointment).

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.

3. *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.

a. **Relation to Annual Review**

The third-year review should be discussed in the annual reviews in years one and two 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.

b. 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.

c. 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.

4. 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 8 (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:

- ☐ A complete CV and copies of articles published since appointment to the tenure track in the SON.
- ☐ A self-evaluation in the areas of research, teaching, and service.
 - Research will be a major focus, and the self-evaluation should include a description of work in progress and future directions.
 - Teaching self-assessment should respond to student and peer evaluations and indicate plans for growth over time.
 - 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.
- ☐ Copies of submitted grant proposals and outcomes if available (scores, critiques, decision letters).
- ☐ 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.
- ☐ Course/teaching evaluations, including peer evaluations by fellow faculty in consultation with the appropriate Program Director.
- ☐ The ADR reviews the portfolio and provides any feedback or suggestions to strengthen the presentation.
- ☐ By February 15 (for July-September hires) or October 15 (for January hires), the revised portfolio is submitted to the chair of the AAPT committee.
- ☐ The AAPT committee reviews the portfolio and agrees on the content of a narrative summary. The report should include:
 - Strengths

- Weaknesses
- 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.

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

5. Promotion to Associate Professor with or without Tenure

- a. In the School of Nursing there are two routes to consideration for tenure:
 - i. Promotion from Assistant Professor to Associate Professor with tenure
 - ii. Promotion from Associate Professor without tenure to Associate Professor with tenure
- b. Criteria for Promotion to Associate Professor:
 - iii. 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.

- iv. 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 five 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.

7. Procedures for Application for Promotion to Associate Professor and/or Tenure

The SON candidate will follow the generally stated Criteria for Promotion in the University of Rochester Faculty Handbook and selected criteria that apply to the SON as described above.

The SON AAPT committee review procedures differ from those of River Campus. These are described below:

- a. 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.
- b. 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 AAPT Chair by these same due dates (either September 1 or February 1). These materials include:
 - ☐ An updated curriculum vitae.
 - ☐ 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. 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; refereed publications resulting from scholarly efforts; and, documentation of contributions to professional service.
 - 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.
 - ☐ 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 three 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.

- ☐ 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.
- ☐ All teaching evaluations.
- ☐ 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.
- ☐ University of Rochester policy as specified in the Faculty Handbook allows schools the option to expedite the tenure process for senior level candidates who apply to an open-rank position. In this case, no external letters of review or evaluation will be required for the tenure review beyond those letters of reference submitted by the candidate as part of the application process (University of Rochester Faculty Handbook, Appointments from Outside the University).
- ☐ In the School of Nursing, this option is available for applicants who apply to an open-rank search and are identified as senior level candidates at the associate professor rank under the condition of a unanimous vote from the same or above ranked faculty members as specified in the SON Faculty Handbook under Procedures for Appointment, Reappointment and Promotion within the Tenure Track
- ☐ Any other documentation directly relevant to evaluating the faculty member's contributions.

A. Internal Review Process

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 AAPT Committee 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.

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

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:

- Indicate to reviewers that their letters will be held in confidence and will be used only for the purpose of reviewing the case.
- Be accompanied by the candidate's curriculum vitae, career development statement, and three representative publications selected by the ad hoc committee.
- 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.
- Ask the reviewers to compare the candidate with other people at the same career stage.
- Set a due date for obtaining the information.
- Request a copy of the reviewer's curriculum vitae.

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.

The AAPT Committee members review and discuss all accumulated materials including internal and external letters. An anonymous 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. Any individual AAPT committee members may submit an accompanying individual letter. 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 President for Health Sciences.

The Senior Vice President for Health Sciences, in consultation with the dean of the SON, 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.

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

The Senior Vice President for Health Sciences 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.

B. 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 professor 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.

C. 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 ensure 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.

D. Procedure for Promotion from Associate Professor with Tenure to Professor

The materials prepared by the candidate will include:

- 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.
- A career development and goals statement as described for Associate Professor but focused on how the candidate meets the Full Professor criteria.
- 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.
- 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 efforts and estimate her/his future promise. A background description of each person identified should be provided so that the relevant expertise of the evaluator is apparent.

University of Rochester policy as specified in the Faculty Handbook allows schools the option to expedite the tenure process for senior level candidates who apply to an open-rank position. In this case, no external letters of review or evaluation will be required for the tenure review beyond those letters of reference submitted by the candidate as part of the application process (University of Rochester Faculty Handbook, Appointments from Outside the University).

In the School of Nursing, this option is available for applicants who apply to an open-rank search and are identified senior level candidates at the professor rank under the condition of a unanimous vote from the same ranked faculty members as specified in the SON Faculty Handbook under Procedures for Appointment, Reappointment and Promotion within the Tenure Track.

- Any other documentation directly relevant to evaluating the faculty member's contributions.

The dean of the SON 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 of University Medical Center.

The Senior Vice-President for Health Sciences 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.

E. Non-Ranked Faculty Appointments

1. 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 Sovie Institute for Advanced Practice, clinical assistant dean, or chief operating officer, requests the appointment using the SON clinical associate appointment form, which is forwarded to the associate dean (AD) for education and student affairs. The AD can appoint the individual for up to five years, with annual review. The AD of the SON initiates the reappointment process.

2. Senior Associate

Has held a previous ranked appointment in the SON 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 for education and student affairs and is renewed annually.

3. 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.

F. Clinical Track Faculty

1. *General Principles and Premises*

The following sections describe the process for appointment, reappointment, and promotion 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/professional leadership required for appointment, reappointment, and promotion of the clinical track faculty are known by all concerned. Concomitantly, these processes may assist clinical faculty members in establishing timely direction in their professional activities and contributions.

In addition to the specific goals identified in our mission, clinical track faculty shares with tenure track faculty the responsibility of contributing to the successful functioning of the institution (i.e., the School and the University of Rochester more generally) as well as the professional fields with which they are associated. 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. See *Scope of Activities* section below.

2. *Ranked Clinical Track Faculty*

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.

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
- Leadership/Administrative activities
- Role Modeling/Expert Practice
- Other

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

3. *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 scholarship. Clinical track faculty will identify two primary areas

among these three as their focus (i.e., their dyad). The two primary areas will be determined at the time of hiring/reappointment and when requesting promotion, based primarily on the need of the School but also taking into consideration the individual's interests and qualifications. (See *Choosing a Dyad*). Clinical faculty members are expected to exhibit increasing commitment to and achievement in the Community Service and Professional Leadership domain regardless of their chosen 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 UPMC, and/or University of Rochester professional community activities
- Involvement with the consumers of health care

4. *Choosing a Dyad*

Clinical faculty choose to focus in two of three areas of practice, education, or research/clinical scholarship. The individual discusses areas of interest with the appropriate practice administrator and the reporting dean of the SON. In applying for appointment, reappointment, or promotion, the individual declares a dyad and addresses the criteria under the components of the dyad at the level sought. (See *Faculty Criteria for Clinical Nursing*).

- **Practice:** includes, but is not limited to, direct and indirect patient care and lends itself to broad interpretation of the practice domain, including consultant and administrative roles.
- **Education:** inclusive of activities that create environments supportive of staff/student learning in the School of Nursing and Nursing Practice priority areas and that effectively advocate for nursing within the healthcare system. Consists of teaching within the context of curriculum development and course instruction within the School of Nursing or the broader University community.
- **Research/Clinical Scholarship:** 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.

5. *Clinical Faculty Ranks*

Information that follows outlines the characteristics, requirements, and skills of individuals at various levels. Qualifications for appointment, reappointment, and promotion are described in detail below (see Clinical Faculty Ranks, Classifications of Clinical Faculty, and Faculty Criteria for Clinical Nursing). This information should assist individuals in formulating goals for advancement.

The dean makes all initial appointments, reappointments, and promotions at the instructor and assistant professor ranks. The dean also has the discretion to grant a 1 year interim

appointment at the associate or professor rank with notification to the University Board of Trustees. Individual faculty appointed on an interim basis must submit materials to support their rank prior to the end of the year. Continued reappointment is based on ongoing contributions to the school (see *Clinical Promotion Process*).

Ranked clinical track faculty members fulfill 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 URM to meet the diverse needs of our programs and students. To request an initial appointment, an individual must provide a letter stating their past, current, and/or anticipated future contributions to the SON, along with a current CV. Terms can vary, from annual to multi-year, based on school needs and at the discretion of the dean.

- ***Instructor:*** Exhibits leadership potential in practice/administration; provides creative learning environments as a teacher; and demonstrates interest in scholarly activity. Minimum of 12 months clinical experience in current area, and a Master's Degree.
- ***Assistant Professor:*** Demonstrates emerging competency in practice/administration, teaching, or scholarly activity. During the first annual performance evaluation with the reporting dean, faculty should use the Faculty Criteria for Clinical Nursing at the assistant professor rank to discuss goals and establish an action plan until criteria are met. Minimum of two years clinical experience in current area, and a Master's Degree. Previous collegiate teaching experience preferred.
- ***Associate Professor:*** Demonstrates a record of excellence in practice/administration, teaching, and scholarly productivity consistent with the Faculty Criteria for Clinical Nursing at the Associate Professor rank. Minimum of 5 years teaching experience and a Doctorate Degree.
- ***Professor:*** Demonstrates a sustained record of excellence in practice/administration and teaching, and a sustained and growing record of scholarly eminence consistent with the Faculty Criteria for Clinical Nursing at the Professor rank. Minimum of 10 years teaching experience and a Doctorate Degree.

6. Classifications of Clinical Faculty

- ***Primary SON Full-and Part-Time Appointments***
 - Employment/Appointment is at the discretion of the dean
 - Appointment does not include a commitment of ongoing employment, rather is based on the needs of the school
 - Effort is reviewed annually
- ***Joint Appointments***
 - May be primary SON or primary at another URM department or UR school
 - Collaborative effort is combined for purposes of University employment and benefits
 - Demonstrates active involvement in the SON's mission/goals

- ***Session Appointments***
 - May be primary SON or primary at another URM department or UR school
 - Effort is less than 50%, determined annually based on the needs of the school
- ***Secondary Appointments***
 - Holds a primary faculty appointment at another URM department or UR school
 - Demonstrates an active involvement in the SON's mission/goal
- ***Professional Courtesy Appointments***
 - Holds a faculty or staff appointment in another URM department or UR school or at another institution
 - Demonstrates a commitment to establish a working relationship between departments, organizations, or institutions
- ***Session Appointment***
 - Holds a faculty or staff appointment at another institution
 - Maintains active involvement as a preceptor or a collaborator on a research project

7. ***Clinical Promotion Process***

Faculty members 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, ideally during the annual performance evaluation. Following the discussion with their reporting dean, faculty are encouraged to work with a mentor (e.g., the chairperson of the Committee for Clinical Appointment and Promotion [CCAP], Director[s] of Clinical Scholarship, or their reporting dean) to review accomplishments related to the Faculty Criteria for Clinical Nursing. This mentor will have the skills to help the faculty member develop a plan to strategically address any potential areas of vulnerability.

Individual faculty appointed on an interim basis by the dean at the associate or professor rank follow the same process outlined below as other clinical promotion applicants except for the predetermined 1-year deadline for submission of promotion materials. Details for requesting clinical promotion are outlined below.

a. ***Process for Requesting Promotion to Associate Professor or Professor of Clinical Nursing***

The CCAP will accept/process materials for consideration of promotion at least twice each academic year: October 1st and March 1st. Faculty are welcome to submit completed materials at any time; however, any submissions received after March 1st may not be fully processed until the next academic year.

Clinical faculty members are expected to exhibit increasing commitment to and achievement of all requested rank criteria in the Community Service and Professional Leadership domain regardless of their chosen dyad. In addition, clinical faculty should meet or exceed all requested rank criteria for the selected dyad domains: Practice, Education, Research/Clinical Scholarship as indicated in the

Faculty Criteria for Clinical Nursing. The third domain (Practice, Education, or Research/Clinical Scholarship) should be demonstrated but without extensive emphasis (meaning, all requested rank criteria do NOT need to be met in the one domain outside of the selected dyad).

Step 1: The individual faculty member (applicant) contacts the dean/associate dean to whom they report (preferably during their annual performance review) to verify that they are in good standing to apply for promotion

Step 2: The applicant contacts the chairperson of the Committee for Clinical Appointment and Promotion (CCAP), who will contact the reporting Dean to verify there are no outstanding issues with the applicant (e.g., under investigation for allegation, developmental plan for performance). The chairperson will then meet with the applicant to complete a preliminary review of their CV in relation to the Faculty Criteria for Clinical Nursing, discuss when they plan to submit their materials, explain the application process, assist with Box Template duplication, help the applicant identify external reviewers, and offer additional guidance as needed. The chairperson's role is not to act as a "gate-keeper," rather to serve as a mentor and resource throughout the application process.

Step 3: The applicant prepares application materials using the Box Template. The electronic portfolio (e-Portfolio; A.K.A. dossier) must include clearly-labeled and numbered folders for each of the following sections, as per the provided template:

- **Letter to the Dean of SON:** On professional letterhead, write a formal letter to the dean requesting consideration of promotion for selected dyad, and the indication of rationale for the requested dyad.
- **Curriculum Vitae (CV):** A comprehensive, up-to-date CV
- **Licenses and Certifications:** Copies of current [Nursing] License(s) and/or Certification(s).
- **Letter from Practice Administrator and/or Associate Dean:** Letter(s) should be written on professional letterhead in support of the applicant's request to submit documents for promotion. The practice administrator could be the Director of Nursing or other supervisor who is familiar with the applicant's contributions to practice. If the applicant does not have a practice administrator then the letter of support from the associate dean is sufficient.
- **External Reviewers:** The applicant provides names and complete contact information (credentials, title, rank, University/College, mailing address, e-mail address, and preferred phone number) of three faculty members external to the University of Rochester at the desired rank or higher who are not a close personal friend. 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.

As per University regulations, primary SON faculty or UR faculty with an active joint or secondary SON appointment cannot serve as an external reviewer; however UR faculty with a professional courtesy SON appointment can serve as an external reviewer. Solicited input from the aforementioned ‘ineligible’ referees can instead be included as an example of evidence in support of the promotion request (see G-J below).

- **Self-Assessment and Goals for all 4 Domains:** The applicant provides a detailed summary of their sustained contributions to each of the Faculty Criteria for Clinical Nursing domains within the requested rank, highlighting exceptional examples for each domain (see “indicators/potential sources of evidence dot points for examples of what could demonstrate achievement of each criterion). For example, if applying for, or temporarily appointed to the associate professor rank, the self-assessment narrative and supporting evidence must explicitly address the criteria listed in the associate professor column. See *Faculty Criteria for Clinical Nursing* section below. Particular emphasis should be placed on the selected dyad; however, all domains should be addressed. This summary should be thorough so external reviewers can evaluate achievement of criteria without the use of additional sources of evidence beyond the CV. The self-assessment should reflect approximately 3-5 years of prior achievements and examples provided should demonstrate a pattern of achievement. Similarly, goals should be written in a measurable format and reflect applicant goals for the upcoming 3-5 years, with particular emphasis on the selected dyad.
- **Community Service/ Professional Leadership Supporting Evidence:** All faculty—regardless of dyad—must maintain community service activities and demonstrate professional leadership skills. Include examples of evidence in support of the promotion request for all criteria (see indicators/potential sources of evidence).
- **Practice Supporting Evidence:** If this domain is within the selected dyad, include examples of evidence in support of the promotion request for all criteria (see indicators/potential sources of evidence). If this domain is outside of the selected dyad, the applicant should include examples of their ongoing contributions toward this domain (see indicators/potential sources of evidence), but all criteria do not need to be met.
- **Education Supporting Evidence:** If this domain is within the selected dyad, include examples of evidence in support of the promotion request for all criteria (see indicators/potential sources of evidence). If this domain is outside of the selected dyad, the applicant should include examples of their ongoing contributions toward this domain (see indicators/potential sources of evidence), but all criteria do not need to be met.

- **Research/Clinical Scholarship Supporting Evidence:** If this domain is within the selected dyad, include examples of evidence in support of the promotion request for all criteria (see indicators/potential sources of evidence). If this domain is outside of the selected dyad, the applicant should include examples of their ongoing contributions toward this domain (see indicators/potential sources of evidence), but all criteria do not need to be met.

Step 4: The applicant contacts potential external reviewers (see Step 3E above) to verify their willingness and ability to respond within 4-6 weeks of being contacted by the chairperson of CCAP. The applicant provides clarification that they are NOT to write a letter of recommendation and do not need to be familiar with the applicant's work. Rather, they serve as a critical REVIEWER of the provided materials compared to the URSON's Faculty Criteria for Clinical Promotion. If they agree, the applicant verifies contact information as listed in Step 3E and instructs them to await forthcoming email instructions from the CCAP chairperson. All contact with reviewers is conducted by the CCAP chairperson (or designee). Applicants should not initiate contact in any way after confirming their willingness/ability to be listed as a potential reviewer and confirmation of their contact information. It is in the candidate's self-interest to assure that there is no ethical or procedural lapse, or the appearance of such a lapse, in the course of the review process.

Step 5: The applicant sends an email to the CCAP chairperson stating that the e-Portfolio is complete and officially submitted. The chairperson should be added as a co-owner to the Box folder to enable copying and sharing of the materials with internal and external reviewers. Once the Box folder has been copied, the applicant should not continue to amend submission materials in their original folder. The applicant will not have access to the confidential dossier submitted for promotion review. If the candidate discovers an omission or erroneous content, they should immediately contact the CCAP chairperson to discuss options.

Step 6: The administrative staff member who supports CCAP sends the approved templated email to the external reviewers on behalf of the chairperson, requesting critical review and recommendation. This email should be accompanied by the Faculty Criteria for Clinical Nursing, the applicant's letter to the dean, the applicant's self-assessment and goals, and the applicant's CV. To mitigate the burden on external reviewers, they are informed that they will be granted access to supporting evidence folders (Step 3G-3J) upon request. The requested return date is 4-6 weeks after the date of the email. As per the templated email, external reviewers will be asked to submit their responses confidentially to the Chairperson of the Committee for Clinical Appointment and Promotion.

Step 7: The administrative staff member who supports CCAP concurrently sends a separate email on behalf of the chairperson to CCAP members (and Ad Hoc members if applicable), at or above the requested rank, with a link to an anonymous electronic survey (either the [associate professor](#) or [professor](#) version) to be used to enter evaluation feedback based on the Faculty Criteria for Clinical Nursing. A summary report of internal survey findings is downloaded from the survey platform and saved to a confidential Box folder for CCAP review.

Step 8: Once the external review letters are received, they are saved to CCAP's confidential Box folder. Select member(s) of the committee (at or above the requested rank) review all materials and draft a summary on behalf of the committee. The rest of the committee members review and make suggested revisions as needed. The final/approved version becomes the official letter from the CCAP to the dean with recommendation. The digitally-signed recommendation letter is saved to CCAP's confidential Box folder along with letters from external reviewers and the candidate's e-Portfolio, and emailed to the dean for consideration.

Step 9: 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 University President, on behalf of the Board of Trustees, sends a letter informing the individual of the decision. The entire process (from e-Portfolio submission to delivery of the final decision) typically takes 4 months or more, depending on the responsiveness of reviewers, the volume of applications, and other contributing factors.

Step 10: Upon receipt of the official Board of Trustee/University President decision, the SON Dean will notify the CCAP chairperson of the decision for confidential tracking purposes.

b. Faculty Criteria for Clinical Nursing

The following tables delineate criteria at the assistant, associate, and professor ranks across the required domains (Community Service/Professional Leadership, Practice, Education, and Research/Clinical Scholarship) for clinical track faculty. To be considered eligible for promotion, clinical faculty must demonstrate a sustained record of achievement of requested rank criteria. Regardless of the declared dyad, all requested rank criteria must be achieved in the *Community Service/Professional Leadership* domain to be eligible for promotion. Among the remaining three domains, all requested rank criteria must be achieved within the two domains selected as their dyad to be considered for promotion. The third domain should be

demonstrated but without extensive emphasis (meaning, all requested rank criteria do not need to be met in the domain outside of the selected dyad).

As per University regulations, evaluation of criteria should be formal rather than merely anecdotal. Therefore, some form of documented demonstration of criteria, typically over the previous 3-5 years, should be part of the record. Also consistent with University expectations, it is not enough that attainment is promised; it must be achieved. To that end, future-oriented goals alone are insufficient to demonstrate achievement of criteria for any domain. Evidence must also indicate that the clinical faculty member can be expected to continue a program of high-quality teaching, scholarship, service, and practice (if applicable), as indicated by their proposed goals.

The dot points immediately below the criterion are provided as possible examples that clinical promotion applicants may use to demonstrate achievement of the associated criterion. It is important to note that these indicators/sources of evidence are not intended to be inclusive or exclusive, nor do they all need to be included for demonstration of criterion achievement.

University of Rochester School of Nursing Faculty Criteria for Clinical Nursing

COMMUNITY SERVICE/ PROFESSIONAL LEADERSHIP DOMAIN		
Assistant Professor Criteria* with indicators/ potential sources of evidence	Associate Professor Criteria* with indicators/ potential sources of evidence	Professor Criteria* with indicators/ potential sources of evidence
<p>1. Participates in collaborative activities sponsored in SON/URMC</p> <ul style="list-style-type: none"> Teaches inter-/intra-professional courses/ content Supports inter-/intra-professional research projects Coordinates inter-/intra-professional activities Attends inter-/intra-professional grand rounds Coordinates community partnerships 	<p>1. Leads collaborative inter-/intra-professional activities within SON, URM, and UR</p> <ul style="list-style-type: none"> Develops inter-/intra-professional courses Represents SON in inter-/intra-professional forums at URM/ UR Joins inter-/intra-professional organizations Plans inter-/intra-professional activities within SON/ URM Cultivates community partnerships 	<p>1. Develops strategic collaborative inter-/intra-professional partnerships with faculty and/or leaders outside the UR</p> <ul style="list-style-type: none"> Represents UR in inter-/intra-professional forums regionally/ nationally/ internationally Recognized as leader in inter-/intra-professional education/ practice or research Named on inter-/intra-professional grants/ projects outside UR Creates community partnerships Brings outside faculty/ leaders to SON for inter-/intra-professional educational, practice, research or business purposes
<p>2. Discusses relevant health care issues</p> <ul style="list-style-type: none"> Integrates current health care issues in courses Participates in SON forums in which health care issues are discussed Joins professional organizations Identified as professional role model by students and peers 	<p>2. Advocates for health care regarding educational and legislative issues</p> <ul style="list-style-type: none"> Actively participates in professional associations at state, national and international levels Disseminates information to peers and others concerning national trends in nursing Represents nursing agenda and SON in URM/ UR forums Identifies emerging trends in professional nursing 	<p>2. Influences advancement of the health care agenda in public policy and legislative forums</p> <ul style="list-style-type: none"> Serves on committees or serves in leadership roles in professional associations/ organizations at state, national and international levels Recognized as leader in area of professional expertise Writes opinion pieces about topics relevant to professional nursing Shapes emerging trends in nursing
<p>3. Supports the SON community</p> <ul style="list-style-type: none"> Attends SON functions (e.g., graduation, awards ceremonies) Identifies committees of interest Participates in faculty meetings Supports peers integrating into SON 	<p>3. Actively participates in SON activities</p> <ul style="list-style-type: none"> Volunteers to represent SON in URM/ UR venues Runs for SON committees Mentors faculty peers Volunteers in community beyond UR 	<p>3. Provides leadership within the SON</p> <ul style="list-style-type: none"> Serves on UR committees Chairs SON committees Runs for Faculty Senate Serves on community boards Serves as faculty champion for new projects/ innovations in SON
<p>4. Demonstrates an emerging record of active dissemination**</p> <ul style="list-style-type: none"> Article/column in a newsletter Scholarly post(s) on a professional organization's social media platform Editorial or Abstract Clinically relevant practice documents (such as EBP protocols) Case study/article in professional publication, educational or clinical journal 	<p>4. Demonstrates publication in professional journals or the equivalent**</p> <ul style="list-style-type: none"> Case Studies/ Editorial Clinical Journal Journals from other professions Literature Review Policy Paper Theory/Philosophical work Book Chapter 	<p>4. Demonstrates a sustained record of professional publication in professional journals or the equivalent**</p> <ul style="list-style-type: none"> Case Studies/ Editorial Clinical Journal Journals from other professions Literature Review Policy Paper Theory/Philosophical work Book/Book Chapter

*All numbered criteria must be achieved or exceeded in this domain regardless of dyad to be considered for promotion; however, indicators/ sources of evidence (dot points) are provided as possible examples; some of which may be used to demonstrate achievement of the associated criterion.

**A record of dissemination (Assistant Professor) or publication (Associate/Professor) in at least ONE of the chosen domains, not BOTH.

PRACTICE DOMAIN		
Assistant Professor Criteria* with indicators/ potential sources of evidence	Associate Professor Criteria* with indicators/ potential sources of evidence	Professor Criteria* with indicators/ potential sources of evidence
<p>1. Is recognized within the university or community as a professional in good standing</p> <ul style="list-style-type: none"> Past Performance Review Summary National Specialty Certification Letter of good standing from clinical practice 	<p>1. Is locally and regionally recognized as an expert in a specialty area</p> <ul style="list-style-type: none"> Past Performance Review Summary National Specialty Certification Local/Regional Presentations 	<p>1. Is nationally recognized as an expert in a specialty area</p> <ul style="list-style-type: none"> Past Performance Review Summary National Specialty Certification National/International Presentations
<p>2. Utilizes best evidence to optimize practice</p> <ul style="list-style-type: none"> Care Plans Individualized Education Record Pre and Post Conference Outline/Summary 	<p>2. Demonstrates synthesis and application of evidence to improve practice</p> <ul style="list-style-type: none"> Practice innovation Models of care/systems design Population Health Initiatives (Local/Regional) 	<p>2. Provides leadership and guidance in developing and facilitating improved practice nationally and/or globally</p> <ul style="list-style-type: none"> Federal legislation Practice innovation Models of care/systems design Population Health Initiatives (National)
<p>3. Mentors students to support professional development</p> <ul style="list-style-type: none"> Letters of recommendation written on behalf of prospects/students/peers Student feedback (e.g., evaluations, thank you notes, emails) 	<p>3. Creates opportunities through mentoring for students, faculty and staff to contribute to quality outcomes</p> <ul style="list-style-type: none"> Successful job placement Progressing on to advanced degrees 	<p>3. Provides mentorship to other faculty and/or other leaders in assisting others to deliver quality outcomes</p> <ul style="list-style-type: none"> Mentors others regionally, nationally, internationally
<p>4. Demonstrates ongoing commitment to professional development</p> <ul style="list-style-type: none"> Continuing education hours Conference attendance Faculty Development Workshops 	<p>4. Demonstrates ongoing commitment to professional development</p> <ul style="list-style-type: none"> Conference attendance Faculty Development workshop attendance 	<p>4. Demonstrates ongoing commitment to professional development</p> <ul style="list-style-type: none"> Fellowship in National Academies Conference attendance
<p>5. Demonstrates a record of active dissemination**</p> <ul style="list-style-type: none"> Article/column in a newsletter Editorial Abstract Case study/article in educational journal 	<p>5. Demonstrates publication in professional journals or the equivalent**</p> <ul style="list-style-type: none"> Case Studies/ Editorial Clinical Journal Journals from other professions Literature Review Policy Paper Theory/Philosophical work Book Chapter 	<p>5. Demonstrates a sustained record of professional publication in professional journals or the equivalent**</p> <ul style="list-style-type: none"> Case Studies/ Editorial Clinical Journal Journals from other professions Literature Review Policy Paper Theory/Philosophical work Book/Book Chapter

*All numbered criteria must be achieved or exceeded to be considered for promotion if this domain is selected for the dyad; however, indicators/sources of evidence (dot points) are provided as possible examples; some of which may be used to demonstrate achievement of the associated criterion.

**A record of dissemination (Assistant Professor) or publication (Associate/Professor) in at least ONE of the chosen domains, not BOTH.

EDUCATION DOMAIN		
Assistant Professor Criteria* with indicators/ potential sources of evidence	Associate Professor Criteria* with indicators/ potential sources of evidence	Professor Criteria* with indicators/ potential sources of evidence
<p>1. Demonstrates the ability to design or revise assignments and learning activities based on established best practices</p> <ul style="list-style-type: none"> New/revised assignments and/or learning activities (skills lab, classroom, clinical, online) Use of professional standards/guidelines (e.g., AACN's Essentials, AORN standards, QSEN, IPEC Competencies, NONPF criteria) to guide assignments Use of best-practices in education to guide assignments or learning activities 	<p>1. Demonstrates the ability to design or revise courses based on established best practices</p> <ul style="list-style-type: none"> New/revised course syllabi and/or course proposal(s) Use of professional standards/ guidelines (e.g., AACN's Essentials, AORN standards, QSEN, IPEC Competencies, NONPF criteria) to guide course development Use of best-practices in education to teach and/or design courses 	<p>1. Demonstrates the ability to lead the development of curricula/ educational programs</p> <ul style="list-style-type: none"> Collaboration with specialty or program directors to develop or revise curricula/educational programs Use of professional standards/ guidelines (e.g., AACN's Essentials, AORN standards, QSEN, IPEC Competencies, NONPF criteria) to guide curricula/ educational programs Use of best-practices in education to guide curricula Grants to support curricular innovation
<p>2. Demonstrates emerging excellence as an educator</p> <ul style="list-style-type: none"> Participation in faculty development activities to improve pedagogical expertise (e.g., workshops, conferences, CNE/CME events) Direct evidence of student achievement (e.g., results from validated rubrics or exams, direct observation of student performance) Indirect evidence of student achievement (e.g., Teaching and Course Evaluations, personal correspondence, recognition as an educator) Presentations at a local workshop 	<p>2. Demonstrates achievement of excellence as an educator</p> <ul style="list-style-type: none"> Achievement of certification demonstrating teaching expertise (e.g., Quality Matters, online teaching certificate, NLN's CNE, ANCC's NPD, VoiceThread) Direct evidence of impact on student achievement at the course level (e.g., Faculty Course Assessment Maps [end of course summary], direct observation of student performance) Indirect evidence of student achievement (e.g., Teaching and Course Evaluations, personal correspondence, recognition as an educator) Presentations at a regional conference Student mentorship in capstone/ CAPS/etc. 	<p>2. Demonstrates continued and sustained excellence as an educator</p> <ul style="list-style-type: none"> Advisement in the development of certification programs related to teaching expertise (e.g., Quality Matters, online teaching certificate, NLN's CNE, ANCC's NPD Specialist, VoiceThread) Direct evidence of impact on student achievement at the program level (e.g., completion rates, employment rates, board exam pass rates) Indirect evidence of student achievement (e.g., Teaching and Course Evaluations, personal correspondence, recognition as an educator) National/ international presentations Mentorship for new teachers, guiding best practices
<p>3. Collaborates with senior faculty to collect, analyze, and use assessment of student learning data to improve instruction</p> <ul style="list-style-type: none"> Changes to learning activities based on data (e.g., rubrics, test statistics, student feedback) from assignments 	<p>3. Collects, analyzes, and uses assessment of student learning data to improve instruction</p> <ul style="list-style-type: none"> Changes to course(s) based on data (e.g., ATI, AEFIS, rubrics, exam soft, test statistics, student feedback) 	<p>3. Collects, analyzes, and uses assessment of student learning data to improve courses and programs</p> <ul style="list-style-type: none"> Changes to curricula based on data (e.g., ATI, AEFIS, exit interviews/alumni surveys, pass rates)
<p>4. Demonstrates an emerging record of active dissemination**</p> <ul style="list-style-type: none"> Article/column in a newsletter Scholarly post(s) on a professional organization's social media platform Editorial Abstract Case study/article in educational journal 	<p>4. Demonstrates publication in professional journals or the equivalent**</p> <ul style="list-style-type: none"> Case Studies/ Editorial Clinical Journal/Journals from other professions Literature Review Policy Paper Theory/Philosophical work Book Chapter 	<p>4. Demonstrates a sustained record of professional publication in professional journals or the equivalent**</p> <ul style="list-style-type: none"> Case Studies/ Editorial Clinical Journal/Journals from other professions Literature Review Policy Paper Theory/Philosophical work Book/Book Chapter

*All numbered criteria must be achieved or exceeded to be considered for promotion if this domain is selected for the dyad; however, indicators/sources of evidence (dot points) are provided as possible examples; some of which may be used to demonstrate achievement of the associated criterion.

**A record of dissemination (Assistant Professor) or publication (Associate/Professor) in at least ONE of the chosen domains, not BOTH.

RESEARCH/ CLINICAL SCHOLARSHIP DOMAIN		
Assistant Professor Criteria* with indicators/ potential sources of evidence	Associate Professor Criteria* with indicators/ potential sources of evidence	Professor Criteria* with indicators/ potential sources of evidence
<p>1. Demonstrates expertise in a distinct area of practice with emerging identity as a clinical scholar</p> <ul style="list-style-type: none"> Participates in student scholarship showcases (e.g., APNN posters, MS Leadership capstone, doctoral defenses/ DNP/PhD day) Collaborations with students/peers related to scholarly project design Quality Improvement –identifying areas of needed inquiry 	<p>1. Demonstrates evidence as a scholar with a distinct area of expertise at the local/ state/ regional level</p> <ul style="list-style-type: none"> Local/state/regional consultations with other programs or practices Local/state/regional collaborations (Evidence-Based Practice, Quality Improvement, other initiatives) 	<p>1. Demonstrates evidence as a scholar with a distinct area of expertise at the national/ international level</p> <ul style="list-style-type: none"> National/International consultations (contribute to white paper, Clinical Practice Guideline development, etc.) National/International collaborations (national task force/committee [e.g., NONPF education competency standards], expert panel, etc.) Expert reviewer/editor
<p>2. Shares disciplinary and professional knowledge in an identified area(s) of practice inquiry</p> <ul style="list-style-type: none"> Poster Presentations Grand Rounds or other podium presentation(s) Dissemination of conference information with SON community (faculty forum, course coordinators, program retreats) Seek additional education in area of practice inquiry (e.g., ELNAC, CNE) 	<p>2. Develops an area of practice inquiry that produces disciplinary and professional knowledge at the local/ state/ regional level</p> <ul style="list-style-type: none"> Poster Presentations Grand Rounds Podium Presentation Funding 	<p>2. Maintains a sustained area of practice inquiry that produces disciplinary and professional knowledge at the national/ international level</p> <ul style="list-style-type: none"> Poster Presentations Grand Rounds Podium Presentation Funding
<p>3. Demonstrates an emerging record of active dissemination**</p> <ul style="list-style-type: none"> Article/column in a newsletter Scholarly post(s) on a professional organization's social media platform Editorial Abstract Clinically relevant practice documents (such as EBP protocols) Case study/article in professional publication or clinical journal 	<p>3. Demonstrates publication in professional journals or the equivalent**</p> <ul style="list-style-type: none"> Case Studies/ Editorial Clinical Journal Journals from other professions Literature Review Policy Paper Theory/Philosophical work Book Chapter 	<p>3. Demonstrates a sustained record of professional publication**</p> <ul style="list-style-type: none"> Case Studies/ Editorial Clinical Journal Journals from other professions Literature Review Policy Paper Theory/Philosophical work Book/Book Chapter

*All numbered criteria must be achieved or exceeded to be considered for promotion if this domain is selected for the dyad; however, indicators/sources of evidence (dot points) are provided as possible examples; some of which may be used to demonstrate achievement of the associated criterion.

**A record of dissemination (Assistant Professor) or publication (Associate/Professor) in at least ONE of the chosen domains, not BOTH.

c. *Qualifications and Appointment Timeframe in Rank - Clinical Track*

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

d. *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.

e. *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.

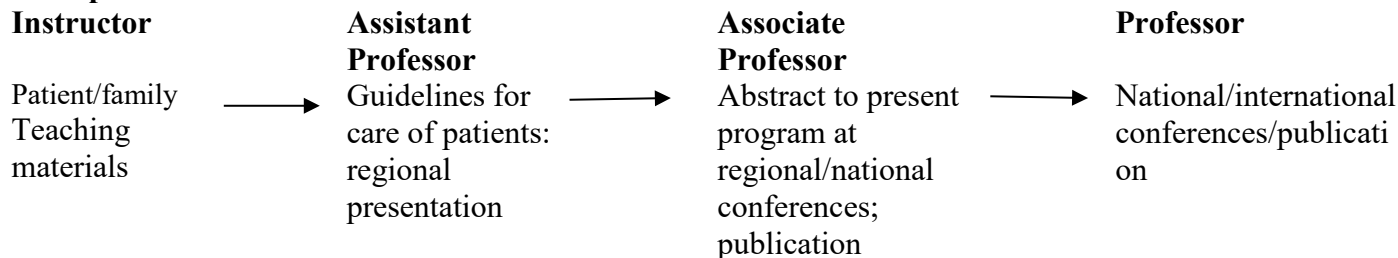
f. SMH Employees

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:

- Letter requesting Clinical Associate appointment
- Submission of an updated CV
- 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 session faculty status using the same process.

Increasing Faculty Rank in each of these categories is related to the **sphere of professional influence**. For example:



Criteria for Assessment and Planning
Criteria for Clinical Associate

Name _____ Initial Appointment _____ through _____ One to 5 years

PRACTICE: SEE CRITERIA FOR APN'S IN SOVIE INSTITUTE FOR ADVANCEMENT PRACTICE NURSES
EDUCATION – CRITERIA
<ul style="list-style-type: none"> Knowledgeable about the philosophy and the framework of the curriculum of the program(s) in which he/she teaches or has expertise.
<ul style="list-style-type: none"> Demonstrates current knowledge of clinical field.
<ul style="list-style-type: none"> Demonstrates the ability to share expertise in clinical practice with learners.
<ul style="list-style-type: none"> Creates a positive climate conducive to learning.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Demonstrates the potential for leadership and the potential to function independently as a teacher.
<ul style="list-style-type: none"> Identifies strengths and limitations in teaching ability and formulates goals that address limitations.
Comments:
Goals:

*Reference: Faculty Reference Guide

COMMUNITY SERVICE – CRITERIA
<ul style="list-style-type: none"> Remains knowledgeable about School of Nursing and URMC activities and participates when appropriate.
Comments:
Goals:

 Clinical Associate

 Date

 Associate Director or Associate Dean

 Date

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

PAYMENT FOR CONTRIBUTED TIME:	PRACTICE: %	EDUCATION: %	RESEARCH %
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PRACTICE – CRITERIA
<ul style="list-style-type: none"> • 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 in-services, clinical conferences and local presentations.
Comments:
Goals:

EDUCATION – CRITERIA
<ul style="list-style-type: none"> • 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 _____

☐ Reappointment

☐ Promotion

Materials Due

PAYMENT FOR CONTRIBUTED TIME:	PRACTICE: %	EDUCATION: %	RESEARCH %
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PRACTICE – CRITERIA
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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:

EDUCATION – CRITERIA

Goals:

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_____
Associate 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.

Associate Professor

Practice Admin/Associate Dean

Date

Date

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
<ul style="list-style-type: none"> • Is nationally recognized as an expert in specialty area.
<ul style="list-style-type: none"> • Provides leadership for students, staff and/or faculty in the practical and theoretical development of the specialty area of practice.
<ul style="list-style-type: none"> • Provides clinical mentorship to other faculty.
EDUCATION – CRITERIA
<ul style="list-style-type: none"> • Is recognized as a master teacher of clinical nursing by local, regional and national peers.
<ul style="list-style-type: none"> • Demonstrates ability in creative experimentation or leadership in the development of clinical curricula/educational activities.
<ul style="list-style-type: none"> • Provides leadership for appropriate balance and level of clinical specialty content within a curriculum/educational plan.
COMMUNITY SERVICE/PROFESSIONAL LEADERSHIP– CRITERIA
<ul style="list-style-type: none"> • Is effective in developing visibility, working relationships, and strategic objectives with other schools, colleges, and departments within the university.
<ul style="list-style-type: none"> • Actively participates in University activities and committees, accepting leadership roles.
<ul style="list-style-type: none"> • Contributes to the profession through publications and presentations about professional issues at national or international levels.
<ul style="list-style-type: none"> • Disseminates information to peers and others concerning national trends in nursing and related disciplines.
<ul style="list-style-type: none"> • Promotes and influences improvement of health care through participation in public policy formulation.
RESEARCH/CLINICAL SCHOLARSHIP – CRITERIA
<ul style="list-style-type: none"> • Is sought as an authority in a particular area of clinical scholarship and serves as a consultant to colleagues with similar interests.
<ul style="list-style-type: none"> • Advances nursing practice as a result of her/his own clinical scholarship.
<ul style="list-style-type: none"> • Stimulates other faculty and staff to publish and become involved in scholarly efforts.
<ul style="list-style-type: none"> • Maintains a program of clinical scholarship such as a quality improvement initiative.

 Professor

 Practice Admin. and/or Assoc. Dean

 Date

 Date

G. Criteria for Session Faculty Ranks

Session faculty are individuals with direct or indirect involvement with the SON through the education of students or collaboration in research, who have a primary position outside of the University of Rochester. Appointments can be for a term of 1 to 5 years. Criteria for appointment, reappointment, or promotion for adjunct faculty are as follows:

1. Session Instructor (of Clinical Nursing)

Practice

- Has experience as an Advanced Practice Nurse *or in a related field*.
- Has made a commitment to continually precept students.
- 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.

Education

- Has a minimum of a Master's Degree in a relevant field.

Community Service

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

2. Session Assistant Professor (of Clinical Nursing or of Research)

Practice

- Has experience as an advanced practice nurse or researcher in healthcare *or a related field*
- Participates in improvement of practice by developing a clinical tool based on evidence-based guidelines or by developing patient educational materials or the equivalent
- Contributes to the education or research mission of the SON, by being a guest lecturer or serves on an educational panel discussion or presents an educational in-service or collaborates in research initiatives or is appointed to and participates in a SON committee or facilitates materials or the equivalent.

Education

- Has a minimum of a doctoral degree in a relevant field

Community Service

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

The ranks of Adjunct Associate Professor and Adjunct Professor are reserved for those who hold a faculty appointment at another institution at the same level and based on the following criteria:

3. Session Associate Professor (of Clinical Nursing or of Research)

Practice

- Has extensive experience as an Adjunct Practice Nurse or researcher in healthcare or a related field.
- Demonstrates leadership in the development and dissemination of creative practice programs and systematically investigates clinical questions.

- Demonstrates 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.
- Proven ability to adapt to or create new modalities for teaching

Education

- Has a minimum of a doctoral degree in a relevant field

Community Service

- Collaborates in interdisciplinary initiatives to support and improve the delivery of care.
- Shares information about legislative activities, social, or educational issues to appropriate groups or legislative bodies.

4. *Session Professor (of Clinical Nursing or of Research)*

Practice

- Has extensive experience as an Advanced Practice Nurse or researcher in healthcare or in a related field.
- Is nationally recognized as an expert in specialty area.
- Provides leadership for students, staff, and/or faculty in the practice and theoretical development of advanced nursing practice.
- Provides clinical mentorship to another faculty member.

Education

- Has a minimum of a doctoral degree in a relevant field.

Community Service

- Contributes to the profession through publications or presentations about professional issues at regional or national levels.
- Promotes and influences improvement of health care through participation in public policy formulation or research.

H. Process for Requesting a Non-Ranked Faculty Appointments

Interested parties should submit a letter to the School of Nursing Dean, Associate Dean of Education and Student Affairs or Associate Dean of Research as applicable. Letter should state proposed involvement with the School of Nursing educational programs or other contributions to the school (research, practice, service).

Initial appointments require submission of copies of CV, certifications and licenses and either employee ID # (for Clinical Associate) or Social Security and Date of Birth (for Adjunct).

I. 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 director perspectives 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 including efforts related to DEI
- Statement highlighting accomplishments in community, administration, and leadership including efforts related to DEI
- 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 December 31st

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.

Guidelines in Considering Academic Leave Requests. The purpose of an academic leave 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.

- 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.
- 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).
- 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.

J. Conflict of Interest

The University of Rochester's Faculty Conflict of Commitment and Interest can be found at <https://www.rochester.edu/ORPA/CO.I.html>. "The primary intent of this policy is to help tenure track 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.

K. 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>.

L. 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/>

M. 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.

N. 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 hand book posted on the provost website
<http://www.rochester.edu/provost/facultyresources/index.html>

SECTION X. FACULTY BYLAWS

Article I. 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

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

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:

- Develop, evaluate, and revise the philosophy, objectives, and curricula for the School of Nursing.
- Initiate, implement, and evaluate policies for the educational and research programs of the School.
- Determine criteria and monitor student admission, progression, graduation, and special recognition awards.
- Implement and monitor a process for peer review of faculty appointment, reappointment, promotion, and tenure within the rules of the University.
- Evaluate and make recommendations regarding the relationship of the School within the Medical Center, University, and community.

- Recommend policies affecting the internal organization of the School.
- 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

- Membership: The URSON faculty organization is comprised of:
 - ☐ The President, Provost, and University Vice President for Health Sciences of the University, ex-officio.
 - ☐ The Dean of the School of Nursing.
 - ☐ 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 session.
- Voting privileges, granted to:
 - ☐ All School of Nursing ranked faculty (tenure track and clinical) who do not hold primary appointments in another academic unit.
 - ☐ Non-voting members. Faculty eligible to attend Faculty meetings where they will have voice but no vote includes:
 - Faculty in other academic units of the university with secondary appointments in the School of Nursing.
 - Faculty who are senior Associate, clinical associate, or session.

Article V. Officers of the Faculty

- Chair. The Dean of the School of Nursing is the chair and presiding officer.
- 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:
 - ☐ Elicits Faculty interest in committees.
 - ☐ Prepares and disseminates ballots during March.
 - ☐ Tallies ballots.
 - ☐ Notifies in writing each candidate for office of election results.
 - ☐ Notifies Dean, Chair of Faculty Governance Committee, and Faculty, at its May meeting, of election results.
 - ☐ 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

- Business Meetings. The Dean or Faculty Governance Committee will call business meetings at least four times during the academic year. The chair of the faculty governance committee or designee will preside over these meetings. The faculty present or participating via distance technology constitutes a quorum. Attendance will be recorded. Voting 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. For any time-sensitive voting items and materials submitted afterward, the FGC will convene an ad-hoc meeting to review the items as an agenda for the upcoming business meeting. Non-voting

items are to be submitted to the Chair of the Faculty Governance Committee one week in advance to be considered for addition to the business meeting agenda.

- 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.
- Voting Procedures.
- 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.
- Any voting member at any time may call for a secret vote.
- No vote shall be cast by proxy. Members participating via distance technology may vote.
- Emeritus and retired faculty have voting privileges only if actively teaching full time or part time.
- Agenda. Any faculty member or committee may request that a matter be included on an agenda.
- Minutes. Minutes of all meetings will be posted electronically at a site accessible to all voting and non-voting faculty members.
- **Article VII. Faculty Standing Committees**
 - 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.
 - 4. The Faculty Governance Committee at a business meeting will fill vacancies that occur on Standing Committees (except for the Chair).
 - 5. Committee vacancies may be filled for one or two academic years.
 - 6. Committee membership becomes effective July 1st for clinical faculty and September 1st for 9-month tenure track faculty. The chair of FGC assumes responsibility the Monday after commencement.
 - 7. 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.
 - 8. 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.
 - 9. 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.
 - 10. Minutes of open meetings of standing committees will be posted on G: Public.

11. Reports of committees requiring faculty action will be submitted to the FGC two weeks in advance of a business meeting so that Faculty may be given five working days' notice of needed action.
12. Each committee is authorized to create appropriate subcommittees or ad hoc committees to expedite specific functions.
13. At the final faculty meeting of the year, each chairperson submits an annual report of the committee's and related subcommittee's accomplishments and recommendations via SONDB.
14. 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.

Officers of Committees Chair.

- The chair (some of the standing committees) 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).
- 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. Standing Committee Quorum
- A quorum is established when at least half of the elected members are present 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.

Faculty Governance Committee

a. Membership:

- i. Six faculty members elected by the faculty*:

1. Two Tenure track faculty
2. Two Clinical faculty Assistant Professors or above
3. Two faculty members any rank, either track
4. Dean, ex officio, without vote.

*At least one member of the committee must hold rank of associate professor or higher

- ii. Elected Chair, Assistant Professor or higher, either track. The chair is elected by the full faculty. Serves a two-year term. 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.

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, SMD, UPMC, and the university.
7. Evaluates faculty governance annually and makes recommendations for bylaws revisions.
8. Identifies faculty issues and concerns and recommends approaches for resolution to the dean.
9. In conjunction with the dean, implements faculty recognition programs and awards, and faculty/staff social events.
10. Collaborates with senior SON leadership to assess, plan and implement faculty development activities.
11. Reviews recommended updates for faculty handbook.
12. 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.

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 and enrollment, ex officio, without vote.
5. Associate dean for education and student affairs, ex-officio, with vote.
6. Assistant dean for student affairs, ex-officio, with voter
7. SON registrar ex-officio, without vote.
8. SON assistant registrar, ex-officio, without vote. Serves as administrative support for the committee.
9. 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 progression (probation and repeat), readmission and separation of students based on recommendations from appropriate subcommittees.

3. Makes recommendations regarding matters that have implications for other committees to the appropriate committee, and to full faculty (through FGC) for final approval (by vote) as necessary, or for information.

Research Council

a. Memberships:

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.
8. Administrator for Research Operations and Development, 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 tenure track 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.

Curriculum Committee:

1. Elected Memberships:

- a. 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.
 - e. Chair will be elected by the committee at the first meeting of the year
 - i. The chair must be a director of an academic program
- 2. Additional Membership – Ex-officio with vote
 - a. One representative from each of the subcommittees
 - b. One program director/designee for each program
 - c. Director of the CLL
 - d. Associate dean for education and student affairs
 - e. Assistant dean for education
 - f. Director for academic innovation
- 3. Addition Membership – Ex-officio without vote
 - g. Registrar
 - h. IT representative
- 4. 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.

Curriculum Subcommittee for Undergraduate Programs:

a. Membership:

- 1. Three elected faculty members active in the Undergraduate Program:
 - a. One member who is doctoral 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. Associate dean for education and student affairs, ex officio, with vote.
- 4. Assistant dean for education, ex-officio, without vote
- 5. Two undergraduate student representatives (one from the accelerated program and one from RN to BS), without vote.

b. Functions:

- 1. Provides ongoing review and evaluation of the overall management and curricula for the Undergraduate 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 all academic programs;
3. Collaborates on admission/progression/curricular issues as needed with programs that interface with the UG programs;
4. Considers and responds to Undergraduate student concerns, programmatic concerns, and other issues;
5. Recommends benchmark criteria to the curriculum committee for the Undergraduate programs;
6. In addition to the functions above, this committee also makes recommendations regarding student progression (based on unsatisfactory course performance) to the Student Affairs Committee, following consultation with the (specific program and MS specialties *for MS sub*) and course faculty/advisor.

Curriculum Subcommittee for Masters of Science (MS) Programs:

a. Membership:

1. Program Director for all Master's programs, or delegate, who will rotate chairing the committee.
2. Specialty Director(s) from each of the program specialties (Leadership, Nursing Education, and Nurse Practitioner).
3. One faculty member who teaches a course in the Master's program, elected by the faculty for a two-year term.
4. Associate dean for education and student affairs, ex-officio, with vote.
5. Assistant dean for education, ex-officio, without vote unless delegated by associate dean
6. One Program Director for each of the Undergraduate programs, ex-officio, with vote.
7. Chair, subcommittee for online learning, ex-officio, with vote
8. Four MS students (one from each specialty: LHCS, MNE, NP), without vote.
9. Director of simulation
10. Director of academic innovation

b. Functions:

1. Provides ongoing review and evaluation of the overall management and curricula 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 all academic programs;
3. Collaborates on admission/progression/curricular issues as needed with programs that interface with the MS programs;
4. Considers and responds to (program-specific) student concerns, programmatic concerns, and other issues;
5. Recommends benchmark criteria to the curriculum committee for the (program-specific) programs;
6. In addition to the functions above, this committee also makes recommendations regarding student progression (based on unsatisfactory course performance) to the

Student Affairs Committee, following consultation with the (specific program and MS specialties *for MS sub*) and course faculty/advisor.

Subcommittee for PhD Program:

(Dual responsibility to Curriculum Committee and Student Affairs Committee)

a. Membership:

1. Four elected doctoral 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. Two PhD student without vote.

b. Functions:

1. Recommends to the Curriculum Committee new course offerings, revisions of existing course titles, prerequisites, course objectives, course descriptions, and credits for courses within the PhD programs.
2. Provides ongoing review and approval of curriculum for the PhD programs.
3. Makes recommendations regarding PhD student progression (based on unsatisfactory course, program performance, and university policy) to the Student Affairs Committee, considering input from relevant faculty.
4. Recommends benchmark criteria/policy changes for the PhD programs to the Curriculum Committee or Student Affairs Committee.
5. Acts on PhD program admission and progression within existing policy.
6. Collaborates on admission/ progression/ curricular issues as needed with programs that interface with the PhD programs (e.g., MS).
7. Advisory to the program director for student and programmatic concerns.

- **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. Assistant director of the DNP program
4. Associate dean for education and student affairs, ex-officio, with vote.
5. One DNP student, without vote.
6. At least one faculty teaching in the DNP practicum courses (NUR576, NUR577, NUR578) as standing committee members to vote.

b. Functions:

1. Provides ongoing review and evaluation of the overall management and curricula for the DNP program;
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 all academic programs;
3. Collaborates on admission/progression/curricular issues as needed with programs that interface with the DNP programs;
4. Considers and responds to (program-specific) student concerns, programmatic concerns, and other issues;

5. Recommends benchmark criteria to the curriculum committee for the (program-specific) programs;
6. In addition to the functions above, this committee also makes recommendations regarding student progression (based on unsatisfactory course performance) to the Student Affairs Committee, following consultation with the (specific program and MS specialties *for MS sub*) and course faculty/advisor.

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.
 - i. APNN program
 - ii. CLL program
 - iii. RN/BS program
 - iv. Master's programs:
 - NP
 - Leadership (HCM or CNL)
 - Nursing Education
 - v. 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.

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.
 - i. APNN program
 - ii. CLL program
 - iii. RN/BS program
 - iv. Master's programs:
 - o NP
 - o Leadership (HCM or CNL)
 - o 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.

Committee for Clinical Appointment and Promotion:

a. Membership:

1. Five elected Clinical faculty:

- Two at the rank of associate professor of clinical nursing
 - Two at the rank of associate professor of clinical nursing .
 - One at any rank
2. The Associate Dean for Education and Student Affairs, ex officio, without vote.
 3. Director(s) of Clinical Scholarship, standing members(s) with vote
The committee will elect a Chair from the elected 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 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.

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.

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:

- 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
- Four staff, preferably one from each of the following departments:
 - Central administration
 - Research
 - Education
 - Center for Nursing Entrepreneurship

3. Additional members:

- Two Faculty Diversity Officers (FDOs, one from research track and one from clinical track) appointed by the dean/associate dean, ex officio (with vote)
- One Staff Diversity Officer appointed by the dean/associate dean, ex officio (with vote)
- One Student Diversity Officer appointed by the dean/associate, ex officio (with vote)
- Dean, ex officio (with vote)
- Two members appointed by the dean in collaboration with the FDOs (with vote)
- One additional student member (self-selected, with vote)
- 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.

Assessment Committee

- a. Membership – standing members (all with vote)
 - 1. Chair – to be appointed by the dean
 - 2. Associate dean for education and student affairs
 - 3. Assistant dean for education
 - 4. Assistant dean for student affairs
 - 5. Data Analyst
 - 6. Program Directors
 - 7. Specialty Directors
 - 8. Director of academic innovation
 - 9. Director of simulation
 - 10. One representative from the UG Assessment Review Committee
 - 11. Education systems administrator
 - 12. Director(s) of Clinical Scholarship

- b. Term

Additional members will be appointed for a 2-year term of service by the dean in consultation with the chair/standing members as needed to meet objectives

- c. Functions
 - 1. Develop and review effective and efficient data collection, analysis, and dissemination strategies for all programs as defined by the Systematic Evaluation Plan (SEP).
 - 2. Coordinate annual data collection and analysis and the dissemination of outcome assessment reports for the SON.
 - 3. Identify stakeholders and benchmarks for outcomes assessment.
 - 4. Develop and regularly evaluate methods and instruments for outcomes assessment.
 - 5. Maintain and communicate current regulatory requirements to all SON programs.
 - 6. Provide support to the Assessment Review Committee (ARC) and the Masters Review Committee
 - 7. Regularly review and revise the SON SEP.

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

SECTION XI. CUMALATIVE SUMMARY OF CHANGES

March 2023 – Changes to workload table to reflect update