



# RUTGERS

School of Nursing

## **New Faculty Handbook**

**May 3, 2023**



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## Handbook Purpose

This Handbook is a guide for Rutgers, The State University of New Jersey, School of Nursing new faculty. It is designed to accompany the New Faculty Orientation and Faculty Fellowship/Teaching Excellence used as a reference after orientation. However, we also feel that established faculty will also find it helpful. This Handbook offers general information about the School of Nursing, our philosophy, policies, practices, mission, and plan. Where information is available online, a link to that information is provided. We have tried to cover the most frequently asked questions by new faculty but please, don't hesitate to contact your Division Deans or mentor with any additional questions.

We have included a Faculty Orientation Checklist as Appendix 1, which summarizes the key "To Do" activities mentioned in this Handbook. This Handbook is maintained by the office of the Executive Vice Dean. Any feedback should be directed to Dr. Susan Salmond ([salmonsu@sn.rutgers.edu](mailto:salmonsu@sn.rutgers.edu)) and Virginia Allread ([allreavi@sn.rutgers.edu](mailto:allreavi@sn.rutgers.edu)).

## Welcome From the Deans

On behalf of Rutgers School of Nursing we would like to welcome you. You have joined one of the largest and most comprehensive nursing education programs in New Jersey. The School of Nursing includes more than 100 fulltime faculty, 85 staff, and 1,700 students (approximately 52% are undergraduate and 48% are graduate students), with campus locations in Newark, New Brunswick, and Blackwood, New Jersey. According to [U.S. News & World Report's 2023-2024 Best Nursing Schools Rankings](#), our undergraduate program is ranked #31 in the nation (#1 in New Jersey) and our Doctor of Nursing Practice (DNP) and Master of Science in Nursing (MSN) programs are ranked #6 and #14, respectively, in the nation. Furthermore, Rutgers School of Nursing is one of the more diverse nursing schools in the country: A total 59.8% of RSON's student body, consisting of approximately 1,700 students across degree programs, are students of color. Sixty-six percent of RSON's Entry to Baccalaureate Practice students are students of color. The strength of our institution is dependent on the skills, experience, and hard work of our faculty. We expect your contributions in the years to come will support the School to grow from strength to strength as we achieve our strategic vision.

This Handbook was developed to provide an introduction to the School of Nursing, an overview of what is available to you to help you complete your work and accomplish your professional goals and outline some faculty responsibilities. However, given the size of our School and the University, we recognize you may need more than a Handbook to get oriented. So please, don't hesitate to ask a Division Dean, colleague, or staff when you have a question. We look forward to embarking together on a journey to prepare tomorrow's nurses, nurse leaders and nurse scientists for a healthcare system that will meet the needs of America in the 21<sup>st</sup> century.

Welcome!

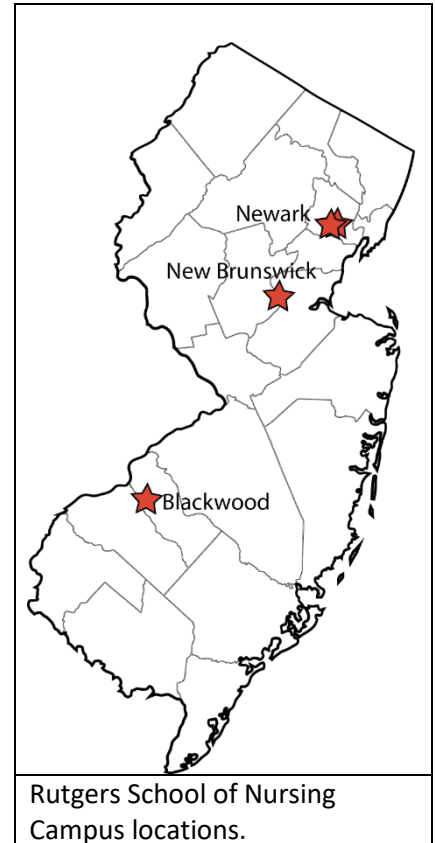
Linda Flynn, PhD, RN, FAAN  
Dean and Professor

Susan W. Salmond, EdD, RN, ANEF, FAAN  
Executive Vice Dean and Professor

## Overview of Rutgers

Rutgers, The State University of New Jersey, is a leading national research university and New Jersey's preeminent, comprehensive public institution of higher education. Founded in 1766, Rutgers is the eighth oldest higher education institution in the United States. Rutgers boasts a diverse, multinational student body, with more than 71,000 students from all 50 states and more than 130 countries. Rutgers-Newark is consistently selected "Most Diverse National University" by U.S. News & World Report: America's Best Colleges. Rutgers University has the threefold mission of 1) providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs; 2) conducting the cutting-edge research that contributes to the medical, environmental, social and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and 3) performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Rutgers University includes 4 divisions: Rutgers – New Brunswick, Rutgers – Camden, Rutgers – Newark, and Rutgers Biomedical and Health Sciences (RBHS). RBHS, which is based at 7 locations throughout the state, serves as the umbrella organization for 8 schools of the health professions and biomedical sciences, 5 research centers and institutes, and New Jersey's largest behavioral health care network, Rutgers University Behavioral Health Care (RUBHC). Housed within RBHS, the School of Nursing is, and our leadership are, committed to the overarching mission to provide service, research, and education locally and globally.



### Merger with UMDNJ

For historical reference, on July 1, 2013, the New Jersey Medical and Health Sciences Education Restructuring Act went into effect leading to changes for higher education and health sciences education across the state. This legislation integrated Rutgers with all units of the University of Medicine and Dentistry of New Jersey (UMDNJ) except University Hospital in Newark and the School of Osteopathic Medicine in Stratford.

On July 1, 2014, Rutgers College of Nursing and School of Nursing at University of Medicine and Dentistry of New Jersey were unified and renamed Rutgers School of Nursing. Built on a solid foundation established by committed faculty, dedicated staff, and passionate students, Rutgers School of Nursing has and continues to strengthen nursing education and the profession.

## Mission, Vision, and Signature Areas

Rutgers School of Nursing is dedicated to the pursuit of excellence in education, evidence-based research, healthcare delivery, and promotion of community health. The school is dedicated to meeting the educational needs of current and future students through innovative teaching and learning strategies in the undergraduate and graduate programs.

### Mission and Vision

**Mission:** Transforming nursing and healthcare as leaders in advancing excellence in nursing science and education contributing to clinical excellence and optimization of health and health equity.

**Vision:** Rutgers School of Nursing is a national and global leader in nursing education, research, and scholarship and an innovator in advancing health care that contributes to improved quality of life, health outcomes and health equity. We lead the nation in nursing education, research, and scholarship. We are recognized for our culture of respect and inclusivity and pursuit of equity and social justice.

## Strategic Plan Goals

Our Strategic Plan aligns with that of RBHS and the University and includes goals in the following areas: education, research, service, practice, and leadership.

### Education

- Uphold our reputation as a leader in best educational practices and innovator in preparing students for practice within complex and changing systems to improve the health of the populations served.
- Create a student-centered learning environment responsive to changing educational and socio-political trends, and develops nurses who see themselves as leaders in health care systems, policy, etc.
- Integrate innovative teaching and learning strategies that promote learning responsive to the needs of diverse populations and health care settings for our students, clinical partners, faculty, and community clients.
- Provide leadership and participation in collaborative, interprofessional education (IPE).

### Research

- Provide excellence in research and scholarship that contributes to the health and well-being of diverse populations.
- Foster research initiatives that generate, test, and refine disciplinary knowledge and interdisciplinary knowledge and inform health policy at the local, state, national, and global levels.
- Design interventions that reduce inequities, enhance patient safety and quality outcomes, promote health, and comfort and reduce suffering.
- Articulate areas of research concentration that reflect faculty expertise and scholarship and help advance the national health agenda. Signature areas for research include patient and person-centered care, self-management, and symptom management.



- Develop strategies that increase team research including participation of clinical faculty, students, other disciplines, and community partners in ongoing research activities.
- Expand areas of expertise and influence in selected research methodologies such as systematic reviews and community-based participatory research.
- Contribute to the body of knowledge in areas of patient centered care, self-care management, and symptom management.
- Become the “premier” school of nursing for expertise and influence in unique research methodologies such as systematic research reviews, community-based participatory research, and use of large datasets for population health improvement.

### **Service**

- Develop collaborative partnerships with New Jersey communities and health professional scholars to improve care outcomes and enhance educational opportunities for students within a variety of practice settings.
- Foster collaborative research opportunities for students and faculty to contribute to improving cost effective, high quality, patient-/person-centric health care outcomes for all.
- Partner with health care settings to design educational and research experiences that enrich the environment of care and foster curriculum innovation.

### **Practice**

- Provide leadership at the local, national, and global levels that ensures the public has access to quality, safe, and cost-effective health care.
- Integrate ethical principles that ensure the rights and privileges of all humans to health care sensitive to preserving the human dignity of all persons.
- Explore the impact of social determinants of health on health and wellness of populations served in community-centered practice.

### **Leadership**

- Leverage the school’s strengths to create positive change in health care delivery, health policy, and population health outcomes.
- Develop and implement evidence-based leadership to lead change.
- Demonstrates leadership in inter-professional practice and education.
- Foster workforce and team engagement through research and clinical practice.

The School of Nursing [Philosophy](#) can be found on the website.

## **Administrative and Academic Deans Offices**

### **Deans’ Offices**

**Office of the Dean:** Linda Flynn, PhD, RN, FAAN is Dean and Professor of Rutgers School of Nursing. The dean is the chief academic and administrative officer of the School of Nursing. She is responsible for the stewardship of the school and implementation of its policies. The dean spearheads all strategic planning

matters related to the school's development and visibility. Dean Flynn represents the school and university at a regional, national, and global level. The dean is supported by an executive vice dean (below).

The Dean is supported by:

- Rosario Reyes-Urbina, MA, Senior Executive Assistant to the Dean, [rosario.reyesurbina@rutgers.edu](mailto:rosario.reyesurbina@rutgers.edu)
- Doris Salinas Parker, Program Coordinator, [dsparser@sn.rutgers.edu](mailto:dsparser@sn.rutgers.edu)

**Office of the Executive Vice Dean:** Susan W Salmond, EdD, RN, ANEF, FAAN is Executive Vice Dean and Professor. The Executive Vice Dean is the senior advisor to the Dean. She provides leadership in nursing education, academic programs, clinical affairs, and outcome assessments. The Executive Vice Dean assures alignment of academic and clinical practice operations, and regulatory requirements and standards. The Executive Vice Dean facilitates academic oversight and student advancement by overseeing the three divisional associate and the other programmatic deans. Dr. Salmond reports directly to the Dean and works with stakeholders to guarantee program excellence and relevance. Staff in the Executive Vice Dean's office are:

- Virginia Allread, MPH, Executive Vice Dean's Executive Assistant, [allreavi@sn.rutgers.edu](mailto:allreavi@sn.rutgers.edu)
- Daina Bungas, MPH, Project Manager, [dbungas@sn.rutgers.edu](mailto:dbungas@sn.rutgers.edu)

See the faculty and staff directory for contact information:

<http://nursing.rutgers.edu/directory/index.html>

**Office of Administration and Student Services:** Kyle D. Warren, PhD, MA Ed is Senior Vice Dean for Administration and Student Services. The Senior Vice Dean is responsible for the direction, management, and effectiveness of all administrative and student service operations within the school and its four campus locations. The units directly reporting to the Senior Vice Dean include finance, faculty and staff resources, marketing and communications, information technology services, facilities, academic support services and educational opportunity fund, student services operations (new student recruitment, admissions, registrar, student clinical affairs), and student engagement (new student orientation, student advisement, student programming). Dr. Warren reports directly to the dean of the school and serves as the chief operating officer and dean of students.

The Administrative Assistant for the Office of Administration and Student Services is:

- Liezza M. Roldan, [lsalgado@sn.rutgers.edu](mailto:lsalgado@sn.rutgers.edu)

The School of Nursing includes three academic divisions, each led by an Associate Dean:

### **Entry to Baccalaureate Practice**

There are four programs in the Entry to Baccalaureate Practice Division:

- **Traditional 4-Year Baccalaureate Program** is a post-high school 4-year program. Admissions take place once/year in the Fall semester on our Newark and New Brunswick campuses. Students enter

as freshman or transfer into the nursing program from other Rutgers schools in the summer prior to the start of their sophomore year.

- **2+2 BS in Nursing Program** is offered in Blackwood, NJ (about 15 miles south and east of Philadelphia). After completing a 2-year pre-nursing track at Camden County College (associate of science degree/60 undergraduate pre-requisite credits), students can apply to Rutgers to complete their final two years to earn a Baccalaureate Degree in Nursing on our Blackwood Campus at Camden County College. Blackwood campus students are admitted as transfers in the summer prior to the start of their junior year. All services and supports available to students in our Traditional 4-Year program are part of the Blackwood experience.
- **Second Degree Baccalaureate Program** is offered on our Newark campus and is for students who have already earned a Baccalaureate degree or higher in another field. This 63-credit program is available as a full-time, accelerated 4-semester program.
- **RN to BS in Nursing Program** is designed for students who have successfully completed an accredited registered nurse program. Although 121 credits are required to earn a degree, as many as 94 may be transferred from previous institutions. The RN to BS in Nursing Program builds upon previous learning and prepares nurses for a higher level of nursing practice by developing stronger clinical reasoning and analytical skills. Students also develop a better understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery.

All faculty, regardless of the division within which they are hired, are employed by the School, not a particular division. As such, faculty need to be flexible and may teach across programs. For example, depending on your qualifications and experience, a faculty member hired to teach in the Baccalaureate Program be called upon to teach courses in any of the four Baccalaureate programs, Division of Advanced Nursing Practice, or even the PhD program.

#### Administrative Team:

- Wendy Budin, PhD, RN-BC, FACCE, FAAN, Associate Dean and Professor
- Barbara Cannella, PhD, RNC-OB, APN, Assistant Dean and Clinical Associate Professor
- Shelby Pitts, DNP, RN, WHNP-BC, Interim Program Director, RN-BS Program and Assistant Professor

#### Baccalaureate Program Directors:

- Catherine Morse, EdD, MSN, CRNA, APNA, Program Co-Director 2 + 2 Traditional Program and Clinical Associate Professor, Blackwood Campus
- Amy Sweeney, EdD, MSN, RN, CNE, CHSE, Program Co-Director 2 + 2 Traditional Program, Blackwood Campus
- Barbara Sinacori, PhD, RN, CNRN, CNE, Program Director, Traditional Program, New Brunswick and Newark Campuses
- Nancy Bohnczyk, EdD, RN, CNE, Program Director, Second Degree Program, Newark Campus

#### Key Support Staff:

- Miriam Mendez, Program Support Specialist
- Denise Santangelo, Senior Administrative Assistant

- Zondra Smith, Administrative Assistant (Blackwood)
- Yana Bolshem, DNP, MBA, RN, Manager of Baccalaureate Clinical Placement

See the faculty and staff directory for contact information and profiles:

<http://nursing.rutgers.edu/directory/index.html>

For more information about the Entry to Baccalaureate Practice, see:

<https://nursing.rutgers.edu/academics-admissions/bachelors/>

## Advanced Nursing Practice

Given the complexity of healthcare today, the DNP-prepared nurse is poised to be an independent practitioner, leader in evidence-based practice, and administrative innovator able to analyze patient and program outcomes data, advance the overall health of individuals and populations, and meet and exceed organizational goals. Where the masters-prepared nurse is equipped with foundational knowledge and clinical skills, the DNP-prepared nurse is prepared to meet higher level demands in the clinical and administrative settings.

The Division of Advanced Nursing Practice offers master and doctorate degrees. Courses are a mix of in-person, on-line and hybrid and most programs are offered full- or part-time. Most in-person classes are held in one of our Newark campus buildings but occasionally, classes run on the New Brunswick campus.

There are four programs Division of Advanced Nursing Practice:

- **Master of Science in Nursing:** The School of Nursing offers Nursing Informatics and Leadership programs in which students develop skills and knowledge to evolve the healthcare system.
- **Post-Master's Certificate Programs:** The School of Nursing offers Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Family Nurse Practitioner in Emergency Care, Nursing Informatics, Nurse Midwifery, Pediatric Primary Care Nurse Practitioner, and Pediatric Acute Care Nurse Practitioner Post-Master's Certificate Programs.
- **Post-Baccalaureate DNP Programs:** The School of Nursing offers Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Family Nurse Practitioner in Emergency Care, Pediatric Primary Care Nurse Practitioner, Dual Pediatric Primary/Acute Care Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner, Nurse Anesthesia, Nursing Leadership, Women's Health Nurse Practitioner, Nurse Midwifery, and Dual Women's Health/Nurse Midwifery BS to DNP Programs.
- **Post-Master's DNP Programs:** The School of Nursing offers two programs: a Practice (Executive Weekend Model) and Leadership Program.

Administrative Team:

- Sharon Anderson, DNP, APN, NNP-BC, AGN-BC, CNE, Associate Dean and Associate Professor
- Nadine Aktan, PhD, APN, FNP-BC, Assistant Dean and Clinical Professor

- Caroline Dorsen, PhD, APN, FNP-BC, FAAN, Associate Dean of Clinical Partnerships and Clinical Associate Professor

#### Specialty/Program Directors

- Adult Gerontology Acute Care Nurse Practitioner: Linda Herrmann, PhD, AGACNP-BC, GNP-BC, ACHPN, FAANP
- Adult Gerontology Primary Care Nurse Practitioner: Kimberly Prado, DNP, APN, AGPCNP-BC
- DNP Project/DNP Project Courses: Tracy Vitale, DNP, RNC-OB
- Family Nurse Practitioner/Primary Care: Persephone Vargas, DNP, APN, ANP-BC, FNP-BC
- Family Nurse Practitioner/Emergency Care: Mary Kamienski, PhD, APRN-C, FAEN, FAAN, CEN
- Nurse Anesthesia: Thomas Pallaria, DNP, APN/CRNA
- Nurse-Midwifery and Dual Women's Health/Nurse-Midwifery: Julie Blumenfeld, DNP, CNM, IBCLC, FACNM
- Nursing Informatics: Melinda Jenkins, PhD, FNP
- Nursing Leadership (MS and DNP): Laura Mularz, DNP, APN
- Pediatric Primary Care and Dual Primary/Acute Care Nurse Practitioner: Margaret Quinn, DNP, RN, CPNP, CNE
- Post Masters Practice (Executive Model): Amita Avadhani, PhD, DNP, NEA-BC, CNE, FAANP
- Psychiatric and Mental Health Nurse Practitioner: Mamilda Robinson, DNP, APN, PMHNP-BC
- Women's Health Nurse Practitioner: Jennifer Winter, MSN, RN, WHNP-BC

#### Key Support Staff:

- Dani Scarmozzino, BS-BA, MS-HEA, Administrator, Academic Support Services
- Alicia Boone, BS-BM, Graduate Clinical Coordinator
- Ginny Gazzale, BS, Program Assistant

See the faculty and staff directory for contact information and profiles:

<http://nursing.rutgers.edu/directory/index.html>

For more information about Advanced Nursing Practice, see:

<https://nursing.rutgers.edu/academics-admissions/graduate/>

## Nursing Science

Nurse Scientists are tomorrow's leaders in improving the health and health care of diverse individuals, communities, and populations. Students are admitted to the PhD program once a year (in the fall) and can study full or part-time.

Part of the School of Graduate Studies (cohorts admitted prior to 2021 were admitted under the Graduate School – Newark), there are two PhD in Nursing Programs:

- **Master's Degree to PhD Program:** This program is designed for individuals who already have a Master's or Doctor of Nursing Practice degree

- **BS to PhD Program:** This program allows baccalaureate-prepared nurses to earn a master’s degree “in passing” while earning their PhD.

Administrative Team:

- Charlotte Thomas-Hawkins, PhD, RN, FAAN, Associate Dean and Associate Professor
- Rula Btoush, PhD, RN, Interim Specialty Director Nursing Science and Associate Professor

Key Support Staff:

- Emily Dembosky, MS, MA, Department Administrator

See the faculty and staff directory for contact information and profiles:

<http://nursing.rutgers.edu/directory/index.html>

For more information about the School of Nursing’s PhD division, see:

<https://nursing.rutgers.edu/academics-admissions/graduate/phd/>

## Faculty Expectations

Consistent with the School of Nursing’s strategic plan, faculty are expected to not only teach, but also pursue research, scholarship, and engage in service. Rutgers faculty are encouraged to be clinical *and* academic leaders in their areas of expertise and as such, reappointment and promotion (discussed later in this Handbook) are dependent on active scholarship, research, and service activities, in addition to teaching.

### Scholarship and Research

Regardless of role, faculty are not only encouraged, but expected, to engage in scholarship and disseminate finding through publication in peer-reviewed journals and at professional conferences. The School of Nursing provides a range of resources to support new faculty, including support around scholarly writing (see sections entitled “Center for Educational Research and Innovation [CERI]” and “Support for New Faculty”) and applying for grants (see section, “Research, Scholarship and the Office of Research and Sponsored Program Support”).

### Service

Service refers to both service to the School and University, and profession.

**Service to the School and University:** Faculty are expected to participate in School of Nursing governance. Attendance at Faculty and Divisional Meetings is mandatory. Participation in committee structure is strongly encouraged.

The following are two important examples of service to the School:

- **Participation in curriculum development and revision.** Updates to the curriculum are ongoing. The curriculum is the responsibility of faculty, and as such, faculty are expected to be active participants in the process through participation in the Curriculum Committee and Divisional and Faculty Meetings.
- **Participation in new faculty search committees.** Each open faculty position at the School of Nursing is assigned a Search Committee and a Chair who leads the screening and interviewing of applicants. It is important to participate in search committees and, whenever possible (even if you are not on the search committee), attend presentations. All candidate presentations have a remote option to promote faculty attendance and engagement. Participation on search committees can be added to your CV as service to the school, but more importantly, provides an opportunity to have input into the recruitment of faculty who may soon be your colleagues.

While service is an important facet of the faculty role, administration does recognize that first-year faculty are typically acclimating to their teaching obligations and settling into their roles. As such, committee participation is not expected until the second year.

**Service to your profession:** Faculty are strongly encouraged and supported, where possible, to become or remain active in state, national, and international professional organizations. Organizational affiliations and assuming leadership positions are an excellent way for Rutgers faculty to become recognized as leaders in the field.

### **Clinical Service**

Academic-clinical partnerships have proved to enhance student learning and the University's reputation in the field of nursing. All Nurse Practitioner faculty are required to keep their licensure current and continue practice clinically on at least a part-time basis to ensure that their clinical skills and knowledge remain current. Undergraduate faculty, whether Nurse Practitioners or not, are also expected to maintain their clinical expertise and certifications as appropriate.

### **Attendance at Professional Conferences/Meetings**

The School of Nursing has a dedicated budget for scholarly activities such as conference attendance and required workshops or meetings. Faculty may attend these meetings as able, but the budget to support faculty is limited. If you want support to attend a meeting, first meet with your Division Dean to discuss availability of resources. If financial support from the School of Nursing will determine your willingness to attend, this should be completed prior to submitting a presentation abstract, as abstract acceptance is no guarantee there will be School funding to attend. Priority is given for podium presentations.

## **Center for Educational Research and Innovation (CERI)**

The Center for Educational Research and Innovation (CERI) provides leadership for the promotion of teaching and learning excellence, collaborations in interprofessional education, and advancement of the science of nursing education at Rutgers School of Nursing.

The goals of CERI are to:

- Create synergies that foster an inclusive, dynamic academic environment that supports and develops nurse leaders in education, research, and practice.
- Establish a culture of evidence-based teaching and learning excellence.
- Foster a community of lifelong learners committed to excellence, innovation, and continued professional growth.
- Create opportunities for collaborative, team-based, interprofessional learning.
- Provide personalized consultation services for individuals, groups, programs, and schools related to teaching and learning excellence, interprofessional education, and educational research.
- Facilitate Teaching Practicum for students who need to complete precepted hours in the classroom.
- Plan and implement the Faculty Fellowship, which is an academic year-long program designed to support faculty who are new to teaching as they transition from clinical practice to academia.

See the CERI website for additional information (<http://nursing.rutgers.edu/CERI/index.html>). CERI provides leadership for the following associated centers of teaching and learning excellence:

- The **Center for Professional Development** offers cutting-edge continuing education opportunities for registered and advanced practice nurses, nurse faculty, and other healthcare professionals to meet the demands of an increasingly complex, diverse, and dynamic healthcare environment (<http://nursing.rutgers.edu/ce/index.html>).
- The **Center for Clinical Learning (CCL)** provides undergraduate and graduate students with realistic, evidence-based patient care experiences that develop clinical reasoning, critical decision-making, team-building, and technical skills using state-of-the art equipment, high-fidelity patient simulators, and trained personnel who act as standardized patients. The CCL team members are available six days/week in four buildings on three campuses (<https://nursing.rutgers.edu/ce/clinical-learning/>):
  - **Newark:** Ackerson Hall, 180 University Avenue; Stanley S. Bergen Building, 65 Bergen Street.
  - **New Brunswick:** 120 Albany Street, Tower 2, Third and Fourth Floors.
  - **Blackwood:** Jefferson Hall, Suite 114, 200 College Drive (Camden County College)

Administrative Team:

- Jeannette Manchester, DNP, MBA, RN, Assistant Dean, Center for Professional Development, Interim Assistant Dean, Center for Education, Research and Innovation and Assistant Professor
- Vanessa Vega, MBA, Project Manager

Key Support Staff:

- Mariely Rosario, Program Assistant, Center for Education, Research, and Innovation
- Karina Sammy, Program Assistant, Center for Professional Development



## Research & Scholarship

### The Office of Research Services, Contracts, and Grants

Research, Scholarship, and community engagement activities enhance your reputation, and also, those of the School and University. Faculty are encouraged to submit grant proposals to external sponsors in the private and public sectors. The School, our alumni association, and other Rutgers units also provide competitive funding for faculty, primarily to support pilot, bridge, and global studies. Requests for proposals are circulated via email. The Office of Research Services, Contracts, and Grants also lists potential funding sources, grant opportunities, and proposal development resources on their website. The Office of Research Services, Contracts, and Grants (<https://nursing.rutgers.edu/office-of-research-services/>) can assist with numerous aspects of project sponsorship such as identifying grant funding, navigating the complex process of submitting an application through the University's Research Administration & Proposal Submission System (affectionately referred to as RAPSS), developing proposals, grant writing, preparing budgets, communicating with sponsors, and complying with award terms. The Office of Research Services, Contracts, and Grants posts a wide range of information about their office and related processes on their website.

**Key Take-Home Point:** If you are interested in applying for funding, reach out to the Office of Research Services, Contracts, and Grants and do so before you begin writing. The more lead-time you afford the research services staff, the more substantive assistance they can provide. This office also supports other aspects of research including data sharing, conflicts of interest resolution, and compliance with specialized research.

Staff in the Office of Research Services, Contracts, and Grants:

- Steven Glogocheski, Ed.D., Executive Director of Institutional Research and Sponsored Programs
- Laura Buchmann, Pre-award Specialist
- Jennifer Oluoch-Kore, Grants Specialist

### Institutional Review Board (IRB)

If your project includes a survey, focus group, or any activity that makes use of a human being or a medical record related to a human being (alive or deceased) it will require IRB approval. The only entity that can decide that you do not need an IRB, is the IRB.

Before submitting an IRB application, CITI training (generic human subjects training used by many universities across the United States) must be complete and current. This course must be updated every 3 years. If you have completed the CITI course within the last three years, you can transfer your certification from your former institution to Rutgers University. Go to the Rutgers Office of Research and Regulatory Affairs, Human Subjects Protection Program website for more information. The site also includes links to training and education, including the CITI Training Program.

IRB Protocols are submitted through the Rutgers eIRB system. Before submitting your first IRB application, it is recommended you first seek guidance from the Office of Research Services, Contracts and Grants. The IRB review process routes applications from the School of Nursing to the Office of Research Services, Contracts and Grants first. If you work closely with our School of Nursing IRB Analyst/Manager to develop and review any applications, the process may be streamlined

Key Staff:

- Mylka Biascochea, BA, CIM, IRB Analyst/Manager

## Office of Institutional Research and Assessment

The Office of Institutional Research and Assessment surveys current and past students and tracks program outcomes. They research and generate a wide range of information to help you continually improve courses and school processes.

A full description of their role is at:

<http://nursing.rutgers.edu/ira/index.html>

Be sure to visit their information Portal to get a better sense of the research they conduct and can undertake:

<https://nursing.rutgers.edu/office-of-institutional-research-and-assessment/ira-information-portal/>.

Key Staff (located in Ackerson Hall, 2<sup>nd</sup> Floor, 180 University Avenue, Newark):

- Steven Glogocheski, Ed.D., Executive Director of Institutional Research and Sponsored Programs
- Christy Jung, MA, Research Analyst

## School of Nursing Research Centers

The School of Nursing houses 12 centers. Seven of the 12 centers focus on supporting research and evidence-based practice:

- **Center for Community Health Partnerships** was established in 2012 to reflect Rutgers School of Nursing's commitment to promoting community health by strengthening ties with communities throughout the state. Initiatives and membership are further described at:  
<https://nursing.rutgers.edu/research-centers/cchp/>
- **The Center for Health Services Research and Policy** creates and sustains an infrastructure that brings together expert researchers, care providers, policymakers, new investigators, and students to collaboratively improve the safety and quality of health care. Information about the center can be found here:

<https://nursing.rutgers.edu/research-centers/chrp/>

- **Rutgers Interdisciplinary Center for HIV Research (RICHR)** promotes, supports, and collaborates on HIV-related research conducted by faculty, staff, and students at the Rutgers School of Nursing. RICHR focuses on cultivating research proposals, piloting studies, peer-reviewing journal publications, and seeking NIH research funding. Information about the center can be found here: <https://nursing.rutgers.edu/research-centers/hiv-research/>
- **Center for Urban Youth and Families** addresses health disparities through interdisciplinary research. The center trusts that developing an inter-professional research center improves the health and future of society's most vulnerable citizens. Information about the center can be found here:
  - <https://nursing.rutgers.edu/research-centers/cuyf/>
- **The François-Xavier Bagnoud Center (FXB Center)** eliminates barriers to interdisciplinary, client-centered, equitable, high-quality health care for those at the greatest risk for socially determined health vulnerabilities. The FXB Center strives to meet this mission through research, education, and translation of evidence-based findings into practice across programs locally, nationally, and globally. They also provide HIV health care and social services — including HIV testing and treatment, education and prevention, psychiatric care, medical nutrition therapy, and home visits — for more than 400 families. The FXB Center is fully grant-funded and employs about 35 staff who are based at the Bergen Building in Newark plus another approximately 200 staff, mostly nurses, based at its 46 Child Health Units across the state of New Jersey. For more information about the center and its work, please see:
  - <https://nursing.rutgers.edu/research-centers/fxb/>
  - <http://www.fxbcenter.org/childwelfare nursing.html>
- **The New Jersey Collaborating Center for Nursing (NJCCN)** was established by state legislation on December 12, 2002. The Center works on behalf of nurses to provide evidence-based recommendations regarding the nursing workforce and its impact on patient care. NJCCN is located at Rutgers School of Nursing's Newark campus and is guided by a 17-member board representing New Jersey nursing and health care stakeholders. Information about the center can be found here:
  - <https://nursing.rutgers.edu/research-centers/njccn/>
- **The Northeast Institute for Evidence Synthesis and Translation: A JBI Center of Excellence**, informally referred to as "NEST", supports the development of methodologically rigorous comprehensive systematic reviews. Information about the center can be found here:
  - <https://nursing.rutgers.edu/research-centers/nest/>

Two centers support academic innovation and development (in addition to CERI, which was discussed above):

- **The Minority Nurse Leadership Institute (MNLi)** is designed for aspiring minority nurse leaders who have their bachelor's degree in nursing and at least two years of experience in full-time nursing practice. MNLi Fellows are chosen through a competitive selection process. Information about the center can be found here:
  - <https://nursing.rutgers.edu/research-centers/mnli/>

- **Center for Global Health** creates new and enhances existing globally focused activities at the School of Nursing in the domains of research, education, and service learning. Programs include the Global Nursing Research Collaborative, student service-learning trips, visiting scholars, and globally focused lectures. The Center for Global Health includes three 3-credit hour graduate nursing elective courses, one of which is in Tanzania, another in Ghana, and in 2024, the third will be in Latin America (country, to be determined). Information about the center can be found here: <https://nursing.rutgers.edu/center-for-global-health/>

Faculty are strongly encouraged to find out more about each of the School's Centers of Excellence and to consider joining or collaborating where there are areas of common interest. The centers can also support your research and scholarship goals.

Find out more about these centers at:

<https://nursing.rutgers.edu/research-centers-2/>

## Diversity & Inclusion

Rutgers School of Nursing is committed to creating and cultivating an environment that is not only diverse and equitable, but actively working against racism and bias in our institutional practices, classrooms, curriculum, and daily interactions. In other words, we want diversity, equity, and inclusion (DEI) to be valued principles that manifest themselves from the inside out and from the top down. More about our tripartite initiative to ensure a diverse and equitable workplace and place of study can be found [here](#).

Furthermore, any member of the School community may report a racist or bias incident at:

<https://nursing.rutgers.edu/anti-racism-bias-hotline/>

## Support for New Faculty

The School of Nursing supports new faculty with a variety of workshops that provide support in creating and revising their courses:

**Teaching Excellence I and II:** Provided by the Center for Educational Research and Innovation, the Teaching Excellence Program focuses on the enhancement of teaching knowledge and expertise of newly hired faculty in a variety of settings, including classroom and clinical arenas. This course explores new pedagogies that enhance student learning and professional development, use of technology in teaching, developing test questions, and an introduction to writing for publication. A major emphasis is the incorporation of the use of evidence-based teaching and learning strategies.

**Faculty Fellowship:** The faculty fellowship program is for expert nurse clinicians transitioning to academia. These new faculty members generally need support to transition to the complex and multifaceted role of the nurse academic. The Faculty Fellowship program provides them with the needed time and support to

develop competence and confidence in their new role. The Faculty Fellowship Program assists new faculty in acquiring teaching competencies, facilitates socialization to the teaching role, and provides the social and emotional support to transition into fully participating members of the faculty. The overall program goals are to: 1) promote a culture of teaching and learning excellence at Rutgers School of Nursing; 2) assist new faculty in their transition to academia and teaching; and 3) to advance the science of nursing education.

**Innovative Strategies to Transform Learning:** This course provides nursing and health professions faculty with teaching strategies to engage students in active learning. Topics include active learning approaches, informative and summative assessment techniques, and evidence-based evaluation techniques.

**Writing for Publication Workshop:** The goal of the Writing for Publication Workshop is to help faculty improve writing skills for scholarly publications. By the end of the workshop, faculty should have completed, or nearly completed, a manuscript for submission. This workshop is offered annually.

**Faculty Statistical Workshops:** These workshops are divided into four series:

- Basic: Covers the basics of statistics used in nursing/clinical research.
- Intermediate: Covers the purpose, methods, and applications of regression.
- Advanced: Covers advanced qualitative analytical models, such as conditional process analysis and multilevel modeling.
- During the essential facts needed for quantitative research series, some special topics are covered such as power analysis and statistical writing.

**Canvas Coaching:** This is a workshop designed to support faculty in creating and revising courses in Canvas so to meet accreditation requirements and incorporate active learning strategies to engage students.

If you are interested in any professional faculty development, email: [ceri@sn.rutgers.edu](mailto:ceri@sn.rutgers.edu)

**Mentorship Program:** RBHS and the School of Nursing are committed to mentoring faculty. All new faculty are assigned a mentor. The name of your mentor should have been listed on your offer letter (from Faculty and Staff Resources). New faculty should reach out to their mentor for support in teaching, grant writing, writing for scholarship, service, research, or any other areas. If your mentor can't answer your questions, they will be able to refer you to a colleague with expertise in the area of interest.

The Committee on Faculty Mentorship developed a 23-page Mentorship Program Tool Kit, which can be found at:

<https://nursing.rutgers.edu/wp-content/uploads/2021/08/Mentorship-Program-Toolkit.pdf>.

***Not having a mentor is an important predictor of job dissatisfaction.***

**Maral Mouradian, Vice Chancellor for Faculty Development, RBHS**

According to the Tool Kit, "Mentoring at its heart is a process in which a wise and trusted counselor or teacher, known as a mentor, provides sage advice to a less experienced individual known as a mentee." The Tool Kit outlines the responsibilities of the mentee and mentor, discusses the phases of a mentoring relationship, and lists key questions and activities at each of the three phases of the mentoring relationship. The Tool Kit also includes mentor relationship assessment tools.

**Peer Support:** Finally, there is also informal support from peers. New faculty shouldn't hesitate to reach out to a colleague within the school who has expertise in an area of interest. To find out who has interest in a specific area, refer to our faculty and staff directory (<http://nursing.rutgers.edu/directory/index.html>), ask your mentor, manager, and/or Division Dean. And please, don't forget to attend committee and Faculty Meetings. These are great places to network in addition to tackling School business.

## School of Nursing Unions

Further to the creation of Rutgers School of Nursing in 2014, non-administrative School of Nursing faculty are represented by either of two unions:

- American Association of University Professors-American Federation of Teachers (AAUP-AFT):  
<http://www.rutgersaaup.org/>
- American Association of University Professors -Biomedical Health Sciences of New Jersey (AAUP-BHSNJ):  
<http://aaupbhsnj.org/>

Administration, faculty, and union representatives work together to ensure standardization of employment rights and expectations as well as benefits for faculty in both unions. In full transparency, however, there remain lingering contractual differences between the two unions.

**Union Dues:** Your respective union will reach out to offer you full membership, which is optional. Should you decide to join the union, and sign an authorization, dues will be automatically deducted from biweekly paychecks (as per the Workplace Democracy Enhancement Act). This authorization can be withdrawn at any time.

## Tenure and Non-Tenure Tracks, AAUP-BHSNJ

Faculty hired under the AAUP-BHSNJ union are appointed as Lecturer, Instructor, or to one of five different tracks (one tenure and four non-tenure tracks).

### **RBHS Lecturer**

Faculty hired as RBHS Lecturers have typically not yet completed their terminal degree but are or will be working on that degree while serving as part-time or full-time faculty. Full-time RBHS Lecturers may maintain this rank for up to 9 years (and then they receive a 1-year terminal appointment for year 10). Once the faculty member completes their terminal degree, they may be promoted to RBHS Instructor or Assistant Professor in the relevant track.

### **RBHS Instructor**

Appointment as RBHS Instructor provides new faculty — who may not meet the criteria for Assistant Professor in one of the tracks — up to 3 years to choose a career direction and associated track. RBHS Instructors usually have an advanced graduate degree or equivalent experience and have evidence of a potential for substantial academic achievement. RBHS Instructors receive from one to three-year

renewable appointments and are expected to meet the criteria for promotion to Assistant Professor by the end of the third year.

### **Tenure Track**

Appointment and promotion to the Tenure Track is based primarily on leadership in laboratory, translational, clinical, or health care research, or any other research relevant to the health sciences. Tenure track faculty are also expected to teach and maintain practice.

Tenure track titles include:

- Assistant Professor (Tenure Track only)
- Associate Professor
- Professor
- Distinguished Professor

### **Non-Tenured Tracks**

There are three non-tenure tracks:

- **Teaching Track:** Appointment and promotion are based primarily on leadership in teaching, including generally recognized scholarship in the field of education and/or the faculty member's field of practice. Excellence in health care activities (if applicable) is also expected.

Teaching Track Titles are as follows:

- Assistant Professor, Teaching Track
  - Associate Professor, Teaching Track
  - Professor, Teaching Track
  - Distinguished Professor, Teaching Track
- **Clinical Track:** The Clinical track includes two "sub-tracks":
    - **Clinical Scholar:** Appointment and promotion as a Clinical Scholar are based primarily on excellence in health care practice (when applicable), as well as collaborative research and administrative contributions. Excellence in teaching is also expected.
    - **Clinical Educator:** Appointment and promotion as a Clinical Educator are based primarily on excellence in clinical practice, teaching, and service for clinical faculty.

Clinical Track Titles are as follows:

- Assistant Professor, Clinical Track
  - Associate Professor, Clinical Track
  - Professor, Clinical Track
  - Distinguished Professor, Clinical Track
- **Professional Practice Track:** Professional Practice Faculty are expected to have professional experience, which may include health care delivery, or equivalent intellectual capital, in their chosen field of professional practice which enables them to bring to their work as a faculty

member both a professional perspective and a knowledge of the contexts in which graduates may be employed.

Professional Practice Track Titles include:

- Assistant Professor, Professional Practice Track
  - Associate Professor, Professional Practice Track
  - Professor, Professional Practice Track
  - Distinguished Professor, Professional Practice Track
- **Research Track:** Appointment and promotion to the Research Track are based primarily on collaborative contributions to laboratory, translational, clinical, or health care research, or any other research relevant to the health sciences, and teaching related to the conduct of the research.

Research Track Titles include:

- Assistant Professor, Research Track
- Associate Professor, Research Track
- Professor, Research Track
- Distinguished Professor, Research Track

## Tenure and Non-Tenure Tracks, AAUP-AFT

School of Nursing faculty hired under the AAUP-AFT union are employed as either tenure or clinical (non-tenure) track (there are other non-tenure titles used in other of Rutgers' schools, however, the School of Nursing uses only these titles). The criteria for academic appointments, reappointments, and promotions are listed below.

### Tenure Track

Appointments, reappointments, and promotions of tenure-track and tenured faculty may be made in recognition of accomplishments in teaching, scholarship, and service for general teaching/research faculty. A summary of each of these areas follows.

**Teaching.** Effective teaching should be a fundamental endeavor of all members of the faculty. As teachers, members of the faculty are responsible for effective instruction. Teaching includes classroom, field, and non-credit instruction; supervision of research, student internships, professional practice, clinical practice, theses, and doctoral dissertations; academic advising and acting as a mentor; participation in interdisciplinary courses, honors courses and other special courses offered through the undergraduate colleges and other units of the University; and the writing of textbooks and the development of other instructional materials. Effective teachers must demonstrate depth and breadth of knowledge in their discipline, must communicate this knowledge to others, and must give evidence of a continuing development of their knowledge to ensure their continued effective teaching over the duration of their appointment.



**Scholarship.** Active scholarship should be a fundamental endeavor of all members of the faculty. Scholarship, including basic and applied research, means in-depth study and learning in a specific field and inquiry and experimentation designed to make direct contributions to knowledge in that field. Scholarship, as measured by peer recognition of its originality, impact on, and importance to the development of the field, is demonstrated most typically by refereed publications, such as journal articles and books of high quality. Scholarship and research accomplishments are also demonstrated by the design and execution of applied research; through the presentation of papers at organized scholarly meetings, usually at the national or international level; through the attraction of external support or competitive fellowships and awards appropriate to the faculty member's field of study; through such activities as editing and translation, the compilation of information, and the development of materials that make information more accessible to researchers, other scholars, and practitioners.

**Service.** Service includes the contributions a faculty member makes to the academic profession, to the University, and to society at large. Contributions to the advancement of the academic profession are most typically demonstrated by active participation in professional and scholarly associations; by service on editorial boards and as a reviewer of scholarly works and proposals; by participation on expert committees, such as NIH (National Institutes of Health) research study sections, grant selection panels, or practice committees of professional associations or institutions, and by fostering collaborative relationships with clinical agencies providing sites for clinical practice. Contributions to the effective operation of the University are most typically demonstrated by significant academic and professional service to the department, the discipline, the school, RBHS, or the University as a whole, through such activities as recruitment of scholars to the University, evaluation of peers, contributions as a fellow, and contributions to important committees. Contributions to society at large are most typically demonstrated through the application of academic expertise and professional skills to the solution of international, national, state, county, and local problems and by service for the public good.

### Clinical (Non-Tenure) Track

Qualifications for appointment of Clinical Track Faculty are summarized in the table below.

	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
1. Licensed to practice nursing in the State of New Jersey.	✓	✓	✓	✓
2. A master's degree in nursing or DNP in a specialty area as appropriate.	✓			
3. A master's degree/DNP in nursing and an earned doctorate in nursing or related field.		✓	✓	✓
4. Certification as an advanced practice nurse in the State of New Jersey or national certification at the graduate level as appropriate to the area of specialty practice.	✓	✓	✓	✓

5. Continuing practice experience in a nursing specialty area.	✓			
6. Continuing advanced practice/scholarly clinical practice in a nursing specialty area.		✓	✓	✓
7. Experiential or educational preparation for teaching.	✓			
8. Teaching experience in clinical setting or academia.		✓		
9. Teaching experience at the clinical assistant professor level.			✓	
10. Teaching experience at the associate professor level.				✓
11. Publications in peer-reviewed clinical, professional, and/or research journals and lecturing/presentations in professional and other public forums		✓	✓	✓
12. Leadership at state level in nursing specialty practice.			✓	
13. National and/or international leadership in nursing specialty practice				✓

Additional policies on appointment, reappointment and promotion can be found at:

<https://policies.rutgers.edu/view-policies/human-resources-hr-%E2%80%93-section-60> (search for the word “promotion” or “appointment”).

## Teaching Credit Hour (TCH)

Teaching credit hour (TCH) allocations (also known as teacher contact hours or teaching credit hour allocations) are based on rank, tenure/non-tenure/tenure track, 10-month or 12-month employee, and associated “non-teaching” workload (which may include, for example, school activities, faculty practice, grant activities, and salary support). Teaching assignments are based on a range of factors as well, including needs of the school, faculty interest and expertise. TCHs are earned based on work-related activities.

- **Teaching TCHs** are assigned based on a credit-by-credit basis. For example, if a faculty member teaches a 3-credit course, they are provided with three TCHs towards their annual target. The Associate Deans, Assistant Deans and Directors work with faculty to create teaching assignments. Faculty may be assigned to teach across campuses and across divisions. Although this is standard, TCHs may be adjusted for classes with unusually high/low enrollment and/or when faculty workload doesn’t equate to the assigned course credits.
- **Research/Scholarship TCHs** are determined in consultation with the Dean and Academic Deans. TCHs may be awarded based on grant activities, including grant management.
- **Administrative TCHs** are assigned to Specialty and Program Directors and Deans based on the depth and breadth of their administrative responsibilities.
- **Internal and External Service TCHs** for committee work within the School of Nursing, University, or professional organizations are not typically provided. Where the service activity within the School or University is high-level and workload is heavy, faculty may be provided with TCHs and as determined in consultation with the Division Dean.

The faculty workload document (an Excel spreadsheet that lists all full-time faculty, courses/duties assigned, and TCHs earned) can be accessed on the Canvas Faculty Governance website within two weeks

of the start of the term. If you haven't yet accessed the Faculty Governance website and need assistance, contact Virginia Allread.

## Committee and Meeting Structure

Faculty are expected to participate in School of Nursing governance and curriculum development, and the mechanism for participation takes place within its committee structure. Many of the School's meetings are scheduled on Mondays, so plan to be on campus (or available for Zoom calls) every Monday. A brief summary of meeting/selected dates are described below.

### Mandatory Meetings

**Faculty Meetings:** Attendance at Faculty Meetings is required. Faculty meetings generally take place from 9:00 AM until noon on the fourth Monday of the month, September to May. Faculty may attend either via Zoom or in-person in the Dean's Lounge, Ackerson Hall (the Dean's Lounge is on the first floor to the left if you walk in the front door facing University Avenue).

**Division Meetings:** Each of the three divisions (Entry to Baccalaureate Practice, Advanced Nursing Practice, and Nursing Science) convenes monthly. These mandatory meetings are an important opportunity to network and remain abreast of division events and practices. If you teach in more than one division, you are expected to attend the divisional meetings for both/all of the divisions in which you teach. Divisional meetings are administered by the respective Associate Dean with support from their staff.

The schedule for the divisional meetings is at:

<https://nursing.rutgers.edu/central/meetings/>

### Faculty Council

Representing the entire faculty, Faculty Council plays a key role in ensuring faculty collaboration and assumes responsibility for assuring School Committee work is conducted. The Faculty Council includes a chair, vice-chair, secretary, immediate past-chair, two members from each of the three Divisions, and the Dean as ex-officio member. Dr. Amita Avadhani is chair until August 2023, her tenure began in September 2021. Dr. Tracy Vitale will take over as chair in September 2023.

Faculty Council meets the 2<sup>nd</sup> Monday of the month (see the calendar for updates: <http://nursing.rutgers.edu/central/meetings.html>). Meetings are usually via Zoom. This is a closed meeting, however, if you have an interest/reason to attend, please contact the chair to request an invitation.

### Bylaws and Committee Meetings

Participation in the committee structure is strongly encouraged. The committee structure is detailed in the School's bylaws (which can be found at: [https://nursing.rutgers.edu/wp-content/uploads/2022/06/2022\\_SON-Bylaws\\_March\\_2022.pdf](https://nursing.rutgers.edu/wp-content/uploads/2022/06/2022_SON-Bylaws_March_2022.pdf)).

The bylaws outline faculty governance and committee structure, and provides for the following committees:

- Nominations and Bylaws Committee
- Committee on Entry to Baccalaureate Practice Programs
- Committee on Advanced Nursing Practice Programs
- Committee on Nursing Science Programs
- Committee on Curriculum and Evaluation
- Committee on Research & Scholarship
- Committee on Faculty Practice
- Committee on Appointment, Reappointment, Promotion, and Tenure
- Committee on Faculty Mentorship
- Committee on Student Grievance
- Committee on Faculty Recognition and Awards
- Ad Hoc Committees, as needed

All meeting times, locations, and dates can be found at:

<http://nursing.rutgers.edu/central/meetings.html>

Please note, discussion regarding major issues takes place in committees; however, all votes at the committee-level are considered recommendations, not decisions. Committee recommendations are presented at the full Faculty Meeting via the consent agenda (see below) and/or added to the agenda for discussion, voting/approval.

### **Roberts Rules of Order**

Most meeting procedures, certainly the Faculty Meeting, follow a somewhat loose interpretation of Robert's Rules of Order (parliamentary procedure), particularly in reference to voting. Electronic voting is implemented when necessary, but voting practices may vary depending on the meeting chair's preferences and group norms.

### **Consent Agenda**

The School of Nursing makes use of the "consent agenda" at Faculty Meetings. The consent agenda is a meeting practice in which non-controversial items not requiring discussion or independent action are listed and then voted on (together) in one motion. The advantage of the consent agenda is that it speeds up the meeting proceedings. Items on the consent agenda are circulated in advance of the meeting along with the meeting agenda.

A couple of key points for those unfamiliar with the consent agenda:

- All faculty are responsible for reviewing the materials circulated in advance of the meeting so that they can make an informed vote.
- If you agree that all items on the consent agenda should be approved without further discussion, nothing needs to be done or said. When asked at the meeting, you approve the consent agenda when it comes to a vote.

- If, however, there is any item on the consent agenda you believe should be discussed further, the Dean must be informed at the beginning of the Faculty Meeting, when it is asked if any voting members wish to remove any item under the consent portion of the agenda.

### **Faculty & Staff Central Website**

The Faculty and Staff Central Website contains many helpful links to important information. There are links to all departments in the School of Nursing, the academic meeting schedule, information about how to reserve a room, our learning management systems, the Rutgers and RBHS libraries, academic support for faculty, the syllabi uploader, and more.

Please take ten minutes to tour this important resource:

<https://nursing.rutgers.edu/central/>

Furthermore, “Faculty & Staff Central” can be accessed from the School of Nursing home page (<http://nursing.rutgers.edu/>)! Just click on “Information For”>“Faculty & Staff” at the top of the page.

### **Minutes from Past Meetings**

Minutes from previous meetings can be accessed through Canvas (<https://canvas.rutgers.edu/>). If you are unable to find a course referred to as “Faculty Governance, Academic Year \_\_\_\_”\* or an invitation to join “Faculty Governance” please contact Virginia Allread.

\*There are a total of ten Faculty Governance sites. The earliest is called “Faculty Governance, 2014-Spring Semester”, and the current site is “Faculty Governance, Academic Year 2022-2023”. By August 2023, the eleventh site “Faculty Governance, Academic Year 2023-2024” will be published.

## **Learning Management System**

**Canvas:** All School of Nursing courses use the Canvas platform as the recommended Learning Management System. For the most part, faculty report that they like Canvas, it is easy to use and has a wide range of functions to support in-person, hybrid, and on-line courses. It also includes an exam feature called “Quizzes”.

Additional information about Canvas can be found on the Rutgers Canvas home page

<https://onlinelearning.rutgers.edu/canvas>

For questions, contact our Instructional Designer, Bernadette Power, whose contact information can be found at:

<https://nursing.rutgers.edu/technology/contact-it/>.

The Instructional Design team provides workshops as well as one-one-one support.

Faculty can access Canvas at: <https://canvas.rutgers.edu/> , from there you will need to log in using your NetID or e-mail. If you forget the address, just “google” any combination of Rutgers + Canvas + login and you’ll get there.

**Remote Teaching:** As a result of the COVID-19 pandemic we enhanced our support for teaching remotely, including the addition of a Canvas shell (<https://rutgers.instructure.com/courses/62827>) to house technical guidance on remote teaching.

The Canvas shell includes:

- Training on remote teaching
- Training sessions on how to create Canvas Exams

If you are not enrolled, please contact Mariely Rosario ([mr1535@sn.rutgers.edu](mailto:mr1535@sn.rutgers.edu)).

**ExamSoft** (used to create, administer, and score, and analyze exams) is compatible with Canvas so instructors can push grades from ExamSoft administered exams to their Canvas course gradebook.

**Proctortrack** is integrated with Canvas and currently recommended for use in Canvas only. If you plan to use Proctortrack, introduce it to you students at least several days in advance so they have ample time to complete the onboarding process as that will help to avoid technical problems on the day of the test. Additionally, all students must have access to a webcam.

Click this link for further information on getting started in Canvas:

<https://canvas.rutgers.edu/instructors/getting-started-in-canvas-instructors/>

## Syllabi

With some minor adaptations, beginning Fall 2021, the School of Nursing implemented President Holloway's recommended standard syllabus template which includes space to present weekly objectives and activities. This replaced our previously used "Part A" [non--editable] and "Part B" [editable] syllabi.

Please Note:

- The new syllabus template for each course will be provided by Thomas DiStefano ([disteftp@sn.rutgers.edu](mailto:disteftp@sn.rutgers.edu)) before the start of each term. The course description and objectives will be locked for editing, as this content has been previously agreed and approved by faculty. All other sections of the new template are editable. Syllabi are available for download at Faculty Central (<https://nursing.rutgers.edu/central/faculty-resources/>). Choose the syllabus based on the course number (not just the course title).
  - Ask any other faculty for the shared username/password to this section or ask Thomas DiStefano ([disteftp@sn.rutgers.edu](mailto:disteftp@sn.rutgers.edu)). Download your syllabus, save it to your computer, and then add content to the editable sections.
- Faculty may add course-specific policies and rules to their course syllabus.
- To reduce the length of the syllabus template, the non-academic components will be populated into every Canvas course site and a link to this content included on the syllabus. This has the advantage of shortening the syllabus length by 6 or 7 pages, yet the content is still easily available to students. This information is available at: <https://nursing.rutgers.edu/syllabus-info/>

All faculty who teach sections of the same course should be using the same syllabus (except for the faculty name and contact information).

For issues accessing your syllabus, please contact:

Thomas DiStefano ([disteftp@sn.rutgers.edu](mailto:disteftp@sn.rutgers.edu))

For assistance with completing a course syllabus, please contact:

Jeannette Manchester ([jkirsch@sn.rutgers.edu](mailto:jkirsch@sn.rutgers.edu))

**An IMPORTANT word about syllabi:** The course syllabus is, in effect, a contract between you (the faculty) and the students. The syllabus must be updated each semester (to reflect any changes to content/assignments/dates) and must be clear and precise. More specifically, instead of stating course participation is expected, define exactly what you mean by "participation" and give examples if needed.

It is a good idea to include a statement at the end of your syllabus that makes it clear the syllabus may be revised at any time at the sole discretion of the course instructor. However, if you do update the syllabus, you must ensure students are informed in writing (probably via e-mail) there is a new, updated syllabus. Clearly outline what was updated, and direct them to the new/revised syllabus.

One of the most common reasons for grade appeals is inconsistency between how an instructor grades an assignment/exam and what is stated in the syllabus and grading rubric. The course grading policy should also address how late assignments will be graded. It is important you communicate grading policies clearly (in your syllabus) and adhere to this policy every time.

**Importance of the grading rubric:** Eliminate the mystery by using a grading rubric. When developing the rubric, ask: Is the rubric clearly aligned with course and learning outcomes? Does the rubric specify the objective criteria?

**Include your contact information:** Your syllabi should include your contact information, most likely your e-mail address, and the hours when you typically respond to e-mail (e.g., Monday through Friday, 9:00-5:00, except holidays).

**Testing information:** Include expectations around testing clearly in the syllabus. For example, “Students will be required to leave their bags at the front of the room. Students are not allowed to bring or have cell phones, smartwatches, water bottles, caps/hats, or any similar items/objects on or near them during a test, quiz or exam.”

More information about grade grievances and syllabi can be found in the following presentation:

<https://nursing.rutgers.edu/wp-content/uploads/2021/08/Student-Grade-Appeals.pdf>

## Syllabus Uploader

Accreditation criteria require all syllabi be archived. As such, faculty must upload all course syllabus before or at the beginning of each term using the syllabi uploader. A link to the syllabi uploader can be found on the “Faculty Resources” page (<http://nursing.rutgers.edu/faculty/index.html>) or, it can be accessed directly using the following hyperlink: <https://rutgersnursing.wufoo.com/forms/srz7dui0iszv2w/>

## Faculty Performance Evaluation

Whether affiliated with the AAUP-BHSNJ or AAUP-AFT union, faculty participate in a self-evaluation or performance evaluation process. The self-evaluation/performance evaluation process is an ideal time to discuss goals with your Division Associate Dean and take stock on the year that has passed. The typical process is described below.

### AAUP-BHSNJ Faculty

**Sometime in April or very early May** you will receive emails from both Faculty Affairs and our own Faculty and Staff Resources regarding the faculty performance evaluations for the academic year about to end. Starting in 2022, faculty will upload their materials using the online RAPID Dashboard.

Faculty must complete the online form and submit the following materials to support the evaluation:

- Your CV or Faculty Survey profile printed in CV format (for more on faculty survey, see “Faculty Survey” below)
- Student course and/or clinical evaluations



- Publications, posters, and presentations completed in the past year; if you have had presentations accepted, you will also need to upload verification of acceptance (e.g., letter of invitation)
- Your current nursing license(s)
- If appropriate, your specialty certifications (certification that would include any specialty certifications, CPR card, and any other applicable certification)
- If you are clinical faculty and have any contact with patients, you will need to submit your "Proof of Influenza Vaccination Form" or other documentation of flu vaccination as well as documentation of TB testing (if required by the University TB policy).

**In May, June, or early July** faculty meet with their Division Associate Dean to discuss the performance evaluation.

**From July to March and Throughout the Year:** The performance process shouldn't just be seen as a one-off event. Based on the number and range of documents that require submission, consider creating an electronic folder to house these documents (so they are all in one place). Download your student evaluations at the end of the term, review them, make course changes, and save your student evaluation reports in your performance appraisal folder. Do the same with your certification documentation and your nursing license when it's renewed.

You can find more information about the online performance evaluation system, including an FAQs here: <https://facultyaffairs.rbhs.rutgers.edu/faculty-resources/faculty-performance-evaluations/>.

### **AAUP-AFT Faculty**

**Sometime in June** the Canvas-based faculty self-evaluation webpages are opened and made available to faculty and administrators.

**In June, July, August, or early-September:** Each member of faculty will need to complete the Faculty Self-Evaluation form.

In addition to the completed form, you must submit:

- Your CV or Faculty Survey profile printed in CV format (for more on faculty survey, see "Faculty Survey" below)
- Student course and/or clinical evaluations
- Publications, posters, and presentations completed in the past year; if you have had presentations accepted, you will also need to upload verification of acceptance (e.g., letter of invitation)
- Your current nursing license(s)
- If appropriate, your specialty certifications (certification that would include any specialty certifications, CPR card, and any other applicable certification)
- If you are clinical faculty and have any contact with patients, you will need to submit your "Proof of Influenza Vaccination Form" or other documentation of flu vaccination as well as documentation of TB testing (if required by the University TB policy).

Faculty must upload the documents (as listed above) to a Canvas website, where they can be downloaded by your associate dean, the executive vice dean, the dean, and staff in Faculty and Staff Resources (i.e., HR).

**Anytime between June and late September** faculty meet with their Division Associate Dean to discuss the performance evaluation.

**From October to June and Throughout the Year:** The performance process shouldn't just be seen as a one-off event. Based on the number and range of documents that require submission, consider creating an electronic folder to house these documents (so they are all in one place). Download your student evaluations at the end of the term, review them, make course changes, and save your student evaluation reports in your performance appraisal folder. Do the same with your certification documentation and your nursing license when it's renewed.

### **Non-aligned Faculty**

Faculty who are not in a union (primarily administrative faculty, such as the Associate Deans, Vice Deans, and Dean) track their goals on an on-line performance management process and tool (TalentForce). Goals are entered by September and evaluated both mid-year (January) and during the summer. The mid-year evaluation allows managers and employees to discuss and recalibrate existing goals. The performance management site includes online resources, tutorials, and FAQs.

The site can be accessed at: <https://discover-uhr.rutgers.edu/performance-management/home>

### **Other Questions About the Annual Review**

**Is this evaluation linked to a salary and/or merit increase?** The annual performance appraisal may be included when establishing merit salary increases during years where funding is available, and in accordance with union contracts.

## **Peer Review of Teaching**

During the summer of 2019, the University President asked all schools to proceed with a systematic plan to implement peer evaluation of teaching. Implementation was delayed due to the COVID-19 pandemic and further delayed due to union negotiations. As such, it hasn't yet been implemented, excepting for faculty who request peer review and AAUP-AFT faculty who are in the process of promotion or reappointment. The objective of the peer review is to highlight faculty strengths as well as areas for improvement while providing recommendations for professional growth in teaching.

The process for peer review is still under discussion but likely to be something like this:

- **Pre-observation Meeting:** This meeting is for the evaluator to review course materials, including syllabus, and agree on the process. The Observation Tool will be shared with faculty at or before this meeting.

- Observation: This refers to the class that will be attended (in person or remotely) by the peer evaluator.
- Post-observation Meeting: The meeting should immediately follow the observation. It should be guided by the evaluator's notes on the Observation Tool. The Observation Tool should start with strengths and continue with areas for improvement.
- Follow-up: During the follow-up, a one-page summary will be shared with faculty. The letter should include a summary of the discussion during the post-observation meeting and resources to support improvement. Teaching innovations and best practices should also be noted.

The Observation Tool includes questions that encompass the following areas: Classroom Management and Environment, Delivery of Content, Student Engagement, Active Learning, Feedback to Students, Course Syllabus and Course Materials, and Overall Summary and Recommendations. Once the process and tools are complete, it will be made available to faculty.

Of note, the peer review process is separate and distinct from the Associate Dean's annual performance review/faculty self-evaluation discussed above. Faculty members may voluntarily choose to include the formative peer reviews in their teaching portfolios for annual review, reappointment, promotion, and/or tenure.

## Getting Ready for Reappointment and Promotion

When it is time for reappointment (at the end of your contract as per your letter of hire) and/or promotion, you need to present your case for promotion or reappointment to the Committee on Appointment, Reappointment, Promotion, and Tenure (CAPT) (AAUP-BHSNJ) or First Level Review (AAUP-AFT). The decision made by this committee is forwarded to the Dean of the School of Nursing. The packet is then reviewed, and that recommendation is forwarded with the packet for review and approval/denial by the RBHS provost and chancellor.

Please note, not all faculty are recommended for or receive reappointment or promotion. At the present time, the most common reason for not qualifying for these is a lack of scholarly activity (i.e., not enough high-quality publications).

**How do I prepare for reappointment or promotion?** If, on an on-going basis, you're preparing for your annual performance review, you are also preparing for your promotion and/or reappointment (see section above). Make sure you are keeping your CV current. For example, as soon as you publish an article, present at a national meeting, or receive an award, make note in your CV and drop a PDF of the presentation, article or summary of student evaluations into your electronic folder. Don't wait until the end of the year (or years), it can be cumbersome to do all at once!

**The Short Form:** The Short Form provides guidance to non-tenure track faculty (from the rank of Instructor and Lecturer to Assistant Professor) regarding the process of reappointment and promotion. The Short Form accompanies the reappointment and promotion packet.

- There are two short forms, one for each of the two unions. These forms are available at the Office of Academic Labor Relations website (<https://laborrelations.rutgers.edu/>) or from the School's Faculty and Staff Resources Department.
- Faculty not in a union should use the form for the union they would return to should they no longer hold a non-union position.

The short form is completed by the chair of the CAPT or First Level Review. Please note, faculty can complete the form as a self-assessment and submit a draft to their CAPT or First Level Review to guide the process and committee form completion.

The form, along with the faculty reappointment or promotion packet, is reviewed at three levels within the School of Nursing: 1) the Short Form is reviewed (and comments recorded) by CAPT or First Level Review; 2) the chair (Division Dean) states whether they agree with the CAPT/First Level Review recommendations; and 3) the Dean reviews the submitted packet and supporting documents and makes a final recommendation. Upon completion, the Dean's recommendation is forwarded with the packet for review and approval/denial by the RBHS provost and chancellor.

Given there are three levels of review, it is imperative faculty submit their reappointment or promotion packets on time.

The process is initiated by Ms. Johanna Stephenson, who sends out the reappointment or promotion packets at least a month in advance. Date of review is based on offer letter, contract length and date of hire

## Faculty Survey (CV Development and Updating)

Faculty Survey is a Rutgers online program to help you maintain your CV. You may create a Faculty Survey account and use that account to routinely add to your CV and generate an updated CV when needed. Faculty Survey can be found at: <https://oirap.rutgers.edu/facsurv/>. The Faculty Survey Manual can be found by clicking on the "FS manual" tab near the top of the page.

## Faculty and Staff Resources Department

You've probably already met, or at least e-mailed, staff from the Faculty and Staff Resources Department. Under the policies promulgated by the University Human Resources (UHR) Department, our staff manage human resources activities for the School of Nursing. They are responsible for recruiting and hiring faculty, staff, work study students, fellows, and teaching assistants. In addition to the hiring processes, Faculty and Staff Resources also guides the contract renewal and re-appointment and promotion process for all faculty. If your contract will not be renewed, the Faculty and Staff Resources Department will contact you 6-12 months before the end of your contract and reach out again 1-2 months in advance of your contract completion date to initiate the process.

For more information on Faculty and Staff Resources, go to <https://nursing.rutgers.edu/hr/>.

## Finance Department

The Finance Department takes care of everything from salaries, expense requests to purchasing, grants spending, and revenue. Travel and purchasing information and forms (including reimbursement for travel) are available online. See their webpage at: <https://nursing.rutgers.edu/finance-department/> for a listing of staff, more about what they do and a Forms bank.

**Traveling for work, word to the wise from the Finance Department:** There are specific forms you must complete for travel reimbursement and the request for reimbursement must be approved by the Division Dean prior to travel (see below). As part of the travel request/reimbursement process, an ethics form may need to be completed and meeting brochure or agenda uploaded (if you are attending a meeting). Please note, if you travel in any class other than coach, you will need to pay the difference.

For more information, please see the Travel Information section on the school's website (<http://nursing.rutgers.edu/finance/forms.html>) and information outlined below.

Upon your return, request for reimbursement and all the supporting documents must be submitted within 60 days, but the sooner the better. For more information on filing for reimbursement, see your division staff administrator. It is recommended you request direct deposit reimbursement as it is much faster than reimbursement by check. Failure to submit reimbursement forms in the time requested may delay and/or prevent reimbursement.

## Travel

### Before Your Trip

Your role at Rutgers may involve travel within the US or abroad. Review the university policies and discuss your plans with your manager BEFORE you make any promises or travel arrangements. Important policies include:

- Travel and Business Expense Policy/Travel, Travel Incidentals, and Meal Expense Policy, Section # 40.4.1
- Rutgers University Faculty and Staff International Travel Policy, Section # 40.4.2

Both are available at: <https://procurementservices.rutgers.edu/travel/general-travel-questions> (left navigation).

Travel must be pre-approved as a condition of reimbursement for travel-related expenses. If you are in an administrative position, travel must be approved by another manager. Travel pre-approval (TA) forms can be found at: <https://nursing.rutgers.edu/finance-department/>. Please note TA forms must be completed and fully signed prior to any travel bookings.

- Under Travel & Business Expense If you are traveling internationally, prior to departure, you must also register with Rutgers International Travel at <https://riskmanagement.rutgers.edu/faculty-staff-information/rutgers-international-travel-registration-instructions>

If an entity or person other than the University is paying for any part of your trip, you will also need to complete an “Attendance at Event” form, which you can find in your Rutgers portal (<https://my.rutgers.edu>)

Once you have logged in:

- Click on the “My Apps” tab
- Click on the “Ethics Armor” App
- Click on Login
- Click on “Attendance at Event” in the left navigation

A new travel program has been deployed at the University. Rutgers currently offers two options for faculty and staff to book Rutgers related travel. Travelers can book travel using the Rutgers Travel Online Booking tool (Concur) or by contacting Direct Travel the Rutgers approved travel agency. Direct Travel can be reached at 1-888-818-1067 or via email at [Rutgerstravel@dt.com](mailto:Rutgerstravel@dt.com). All airfare, Amtrak, hotel and rental car reservations must be booked using the Rutgers Online Booking Tool, or by contacting Direct Travel. Travel that is not booked using the Rutgers Travel Online Booking Tool or Direct Travel **will not** be considered Rutgers-related travel and **will not** be reimbursed.

The following travel arrangements can be booked outside of the official tool or RU travel agency:

- Hotel reservations associated with conference room blocks
- Airbnb, Vrbo, and other home-share providers
- Rutgers University Inn and Conference Center
- Uber, Lyft, and other ride-share providers as well as car service
- Other local transportations such as trains (NJ Transit), subway, bus transits, taxis
- Other travel services not provided by Direct Travel

Travelers and delegates will need the following before completing a reservation:

- **Concur Travel Profile** – each user must save their travel profile before making a travel reservation. Please add our business staff as travel assistants in Concur for us to be able to book travel on your behalf. This will allow also us to make adjustments if needed and add project accounts to your reservation.
- **Charge allocation** – users must know where charges for their trip are being allocated.
  - A 6-digit Project ID and 3-digit Task are always needed whether the travel is being charged to grant, gifts, faculty research or development accounts, operating and other discretionary accounts.
  - Travelers should reach out to their department heads to obtain this information if needed.
- **Credit Card** – a personal credit card is required to book hotel reservations. The credit card is used to guarantee the booking and is not charged unless the reservation is canceled within the hotel’s

cancellation penalty period. (Airfare and Amtrak tickets purchased using Concur are charged directly to Rutgers)

There are two options for group travel for faculty and staff with a traveler profile in Concur:

- Option 1 – Coordinate preferred flights among group members and book individually using the Rutgers Travel Services Online Booking Tool or by contacting Direct Travel.
- Option 2 – The group leader completes the Group Travel Approval form and contacts Direct Travel to book the travel once approved.

#### **Pre-Travel Check Requests for Conferences:**

- A Check Request can be processed via Marketplace for conference registration fees and conference block hotel room bookings. These check requests must be submitted at least 30 days prior to date of travel. (Please note, if vendor is not yet Rutgers-approved, this process will have to be initiated prior to submitting a check request.)

### **Filing an Expense Report**

While travelling, keep a journal of all expenses as well as the receipts. It may be helpful to scan or photograph your receipts to ensure that you do not lose them. After you return from the trip (or while you're traveling!), access the Rutgers Expense system through your Rutgers Portal to submit an expense report. Once you have logged in:

- Click on the "My Apps" tab
- Click on the "Expense management" App
- Click on "Expense Items"

Contact your department support staff to ensure you have the correct financial information/budget codes to input into the system.

Your expense report must include receipts for travel expenses and a complete business purpose to support the use of university funds. The business purpose must clearly define the benefit to the university. Learn how to [accurately report your travel expenses to request reimbursement](#).

If you have completed the direct deposit forms, you can expect to receive reimbursement within 48 hours after Rutgers completes all approvals. If there are any problems or issues, they will communicate with you through the Expense Management system.

### **General Recommendations**

If the process sounds complicated, it's because it is. However, you should feel free to ask your department support staff for assistance. If you're traveling internationally, the Center for Global Health has extensive experience with global travel. Feel free to contact them with any questions. In summary, there are a few key recommendations:

1. All travel must be pre-approved with as much lead time as possible

2. Register your travel with the university — this is helpful especially if something were to happen and the university needed to get in touch with you
3. Find out the name and address of the closest health care facility that provides care to travelers.
4. Before you leave, find out as much as you can about your destination, including local culture and safety (personal safety, safety of public transportation and taxis, safety of housing/hotels, food safety).
5. Keep accurate records

## Coverage During Absences (vacation time, sick time, jury duty, or other absences)

Faculty are encouraged to take planned vacation time outside of the traditional semester when possible. In the event that you must take time off during the academic semester (we recognize that weddings, reunions, religious holidays, conferences and jury duty often take place during the semester), you will need to identify coverage for both teaching and administrative duties:

- Teaching duties: Faculty must establish a plan to ensure classes will be taught during their absence. This may be arranged by scheduling a guest lecturer, pre-recorded lecture, or something else. If you have difficulty identifying someone to cover during your absence, and...
  - you are a member of the Entry to Baccalaureate Division, please work with the course leader to arrange coverage.
  - you are a member of the Division of Advanced Nursing Practice, please work with the Specialty Director or one of the Divisional Deans to arrange coverage.
  - you are a member of the Nursing Science Division, please work with the Program Director or Associate Dean to arrange coverage.
- Administrative duties: Faculty must also identify someone to cover administrative duties should there be an emergency. This includes teaching and non-teaching administrative duties such as time-sensitive questions from students as well as coverage for committee assignments or other leadership roles.

Please note that, as per the AAUP-BHSNJ union agreement, “Faculty may be asked to make up clinical activities or classes upon return from vacation periods” (page 61).



## Class List, Submitting Final Grades, & Advisee Transcripts (BANNER)

Banner is the registration system used only by the Division of Advanced Nursing Practice. Faculty can learn how to access class lists, submit final grades, and view an advisee transcript using Faculty Self-Service Instructions at:

<https://nursing.rutgers.edu/central/faculty-resources/>.

## Class List, Submitting Final Grades, & Advisee Transcripts (SRDB)

SRDB is the registration system used by our undergraduate and PhD in Nursing Programs. Faculty who are using SRDB can use <https://sims.rutgers.edu/rosters/> to access class lists and submit grades. If faculty would like to view an advisee's transcript, they must have access on this site <https://sis.rutgers.edu/tags/>. If you do not have access, contact the Associate Dean for Student Services Operations & Planning office 973-972-8643.

## Course Evaluations

Student Instructional Rating Survey (SIRS) is a University-wide survey of students that elicits their ratings and comments about classroom experiences. SIRS is administered via the Center for Teaching Advancement and Assessment Research (CTAAR) for the Fall, Spring, and Summer semesters.

A comprehensive overview of the procedures and policies of this system can be found at:

<https://ctaar.rutgers.edu/sirs/procedures.html>

You can download your SIRS results from:

<https://sirs.ctaar.rutgers.edu/>

## Documentation and Correspondences

### Use Your Rutgers Email Address

When you correspond with students, do so only using your sn.rutgers.edu e-mail address. Do not use your personal e-mail (or phone) for professional correspondence and vice versa. Why? Using a Rutgers e-mail address creates a retrievable record of your correspondences that remains at Rutgers even after you leave. Correspondences are backed up, archived, and are covered under the University's security policies and procedures. Correspondences can be used in your defense should someone file a complaint. Using personal e-mail could compromise student (and patient, if you are also a healthcare provider) confidentiality and potentially expose your work correspondences to uncontrolled mining and searching.

The other reason is your work e-mail address is more professional: e-mails from sn.rutgers.edu convey a more professional message than an e-mail from yahoo, Hotmail or Gmail.

### **Getting Rutgers Email on Your Personal Phone**

Even if you are traveling, it is still better to correspond with students and colleagues using your Rutgers account. For information on accessing your Rutgers e-mail on your smart phone (or as IT refers to it “Mobile Device Management” or MDM for personal and Rutgers owned mobile devices) see:

MDM policy: <https://oit.rutgers.edu/connect/using/mdm-policy>

**Note:** Before you decide to access e-mail on your phone, it is important to know you will need to download an App called “Company Portal”. Company Portal helps to keep your e-mail safe and secure.

In doing that, however, you should note that:

- You will be required to use a more complex passcode to access your phone. This inconvenience is minimized for those who have Touch ID or Face ID.
- You will be providing Rutgers the right to wipe your phone (including personal data such as photos and contacts) should you lose it. This shouldn’t be a problem if you routinely back up your phone on iCloud or Google Cloud.

More information about both of these caveats can be found at:

<https://oit.rutgers.edu/connect/using/mdm-policy-rbhs>

### **ScarletMail Accounts**

When you start working at Rutgers, in addition to your sn.rutgers.edu account, you will also be assigned a ScarletMail e-mail address. If you would like, you may use this for personal mail but do not use it for professional correspondences (it is not fully compliant). When you leave or retire from the university, you may keep your ScarletMail account. You can access ScarletMail at scarletmail.rutgers.edu or via your myRutgers portal.

### **Communicating With Students**

As mentioned above, it is important that all student correspondence, concerns, and potential student issues are documented. Correspondences using your Rutgers e-mail address are considered documentation (assuming the e-mails are saved-and not deleted).

It is important to ensure documentation for:

- Communications (email, conversations): If you have to e-mail a student, document it. Ensure your e-mail is professional, and that the recommended actions are clear. Choose objective terminology and assume that the e-mail might potentially be entered as evidence in a grievance. It probably won’t be, but this should be your litmus test.
- Remediation: When students have concerns that require remediation, ensure it is documented.
- Grade Grievances: Ensure all discussions regarding grade grievances are documented using e-mail. Even if the discussion is in person, follow up by e-mail with a brief summary of the discussion and the agreed next steps.

## Faculty and Staff Directory

The faculty and staff directory is located at <http://nursing.rutgers.edu/directory/>. The directory is a very useful resource, not only to look up colleagues' phone numbers, qualifications, and job titles but the directory also includes their areas of expertise and research/scholarly interests.

If your entry needs to be updated, or if you'd like to make an edit or addition, please contact Thomas DiStefano ([disteftp@sn.rutgers.edu](mailto:disteftp@sn.rutgers.edu)).

## Facilities

The room schedule and process to request a classroom or conference room on any of our campuses is available on-line at:

<https://nursing.rutgers.edu/rooms/>

If you have a question about a room or classroom, or need to reserve a classroom or change a classroom reservation, contact:

- Ackerson Hall: William Noel, Unit Computing Specialist, Ackerson Hall, Room 268, (973) 353-3684, [william.noel@sn.rutgers.edu](mailto:william.noel@sn.rutgers.edu)
- Bergen Building: Shamina Scriven, Department Administrator, Facilities and IT Services, Stanley S. Bergen Bldg., GA-20, (973) 972-9742, [sma264@sn.rutgers.edu](mailto:sma264@sn.rutgers.edu)
- Paterson Hall: Odalis Stahl, Program Coordinator I, 110 Paterson St., New Brunswick, (848) 932-0899, [odalis.stahl@rutgers.edu](mailto:odalis.stahl@rutgers.edu)

If you are teaching in a room that is 110° or 55°, see a leak, or identify something that requires Facilities, please fill in a "Facilities Request Form", which you will find at:

<https://rutgersnursing.wufoo.com/forms/r1kpvp4a1gix420/>. Although the form goes directly to Facilities staff, if urgent (e.g., major leak), feel free to call the Facilities Department (see listing above).

## Campus and Community Safety

**Get Emergency Alerts on Your Cell Phone:** Rutgers students, faculty, and staff can receive up-to-date information conveniently via cell phone text message through the Emergency Notification System (ENS).

To register, go to:

[https://eas.rutgers.edu/?ht\\_kb=emergency-notification-system-ens](https://eas.rutgers.edu/?ht_kb=emergency-notification-system-ens) (you'll need your NetID)

## Parking and Shuttle

## Parking

Most faculty who drive to campus a day or two per week (or more) purchase parking permits. Information about parking permits is at: <http://rudots.rutgers.edu/permits.shtml>. You can register online, and the cost of parking is debited from your bi-weekly pay check. “Permit” is a bit of a misnomer as you will not receive a physical permit or decal. Instead, Rutgers utilizes license plate recognition technology that will read your car license plate to confirm that it is registered.

**Not all Rutgers parking spaces are equal.** There are three types of parking spaces: regular, guaranteed and reserved. If you have a regular parking permit, do not park in a guaranteed or reserved spot. Those with regular permits might have to walk a few blocks further to get to work. Since March 2020 and the larger number of faculty and staff working remotely, parking has not been as much of a problem.

## Campus Shuttles

Rutgers University has a bus system that operates on both the Newark and New Brunswick Campuses. Given the shortage of parking, other than walking, this is the best way to get from place to place.

More information including schedules can be found at: <http://rudots.rutgers.edu/campusbuses.shtml>

There are several mobile apps that can be downloaded that provide schedules as well as arrival times.

## NetID

One of the first things that will be assigned when you start at Rutgers is a NetID. According to the University “All faculty, staff, students and guests are assigned a Rutgers unique identifier known as a NetID, comprised of initials and a unique number (e.g. jqs23). In order to access many of the electronic services available to you at Rutgers, you need to activate your Rutgers NetID. Your assigned NetID will appear on the activation screen.” Your e-mail address is based on your NetID as well as access to anything and everything electronic from the Faculty & Staff sections of our website to the learning management system, Canvas.

## ID Card

Once you receive your Net ID, you can start the process of obtaining your ID Card. You will need an ID Card to get into most, if not all, university buildings, access the university shuttle, and other university functions, services, and activities.

More information about your Rutgers ID card can be found here:

<http://iam-ipo.rutgers.edu/annouce.php>.

As the first step to obtaining your ID Card, you will need to submit a photo online. As of spring 2021, the ID Offices were all closed and all IDs are distributed by mail.

For more information about ID Cards, see:

<http://iam-ipo.rutgers.edu/photosub.php>

## My.rutgers.edu and Viewing Your Paycheck

Log into my.rutgers.edu using your NetID and password. Take a tour and read through the “Welcome” tab (look for the tabs arranged horizontally near the top of your screen). Check out all of the tabs, but the one you’re going to want to spend time on is “Employee Self Service” (this is where you can view your biweekly paycheck, sign up for direct deposit, see how much sick time you have, change your W-2 form and update your emergency contacts, amongst other things).

## Rutgers University Software Portal

There is no need to pay full price for software for your home computer!! Rutgers University maintains a software portal at: <https://software.rutgers.edu/> where you can download a wide range of software for personal use.

If you have software such as SPSS or SPS on your work computer, use VPN on your home computer for virtual access to your computer at work. In this way, you can access SPSS at home using the version on your computer at work.

## Midterm Warnings and Academic Probation

### Midterm warning

At the midpoint of the semester (typically week 7 or 8 of the 15-week fall and spring terms), faculty are required to submit midterm warnings to all students with a less than passing grade. A midterm academic warning (each division has a standard template) is assigned to any student for reasons including, but not limited to, an average nursing course grade lower than C+ (lower than a “B” if a graduate student), poor attendance, and/or poor participation. Division staff will facilitate forwarding the letters to students as per policy. Please refer to the policy for nuances in wording, rulings, and procedures. It is recommended faculty also meet with the student receiving a midterm warning to ensure the student understands why they have received the midterm warning, its significance, and to develop a remediation plan. The remediation plan should then be summarized in writing, sent to the student, and a copy forwarded to the undergraduate or graduate program office to be placed in the student file.

### Academic Probation

**Undergraduate:** In general, a grade lower than a C+ in any nursing course or a C in prerequisites: Anatomy & Physiology and Anatomy & Physiology Lab, Sociology, Statistics, Chemistry and Chemistry Lab, Nutrition, Microbiology and Microbiology Lab will be placed on academic probation.

**Graduate (DNP and PhD programs):** DNP students earning one grade of C or C+ will be placed on academic probation. If the student earns a C grade, they must repeat the course and earn a grade of B or higher.

### **Academic Dismissal**

Students will be dismissed from the School of Nursing if they have earned two course grades lower than a C+ (undergraduate) or B (graduate [C or C+ only]) in any nursing course at any time during matriculation into the nursing program OR (for undergraduate students only) two course grades lower than a C in any prerequisite course or supporting science course at any time during matriculation into the nursing program, except during a first year student's initial semester.

There are a number of nuances to each of the three policies above, so it is important to read the full School Academic Progression statements, which are at: <https://nursing.rutgers.edu/policies/>

## **Remediation and the Office of Academic Success**

### **Remediation**

When remediation is required (a student is at risk of being unsuccessful in a course) the remediation process should be formal and must be documented. Remediation should be timely and documented via e-mail with return receipt (top right corner: options: delivery receipt).

Communication about remediation should include:

- Issue of concern, with specific examples
- Goal/objective
- Intervention or activities/strategies to help that student achieve their goal
- Persons/resources involved and timeline that is agreed with the student
- Expected outcome
- Success indicators
- This remediation plan should be signed by both the student and the faculty, and it is an official document

### **The Office of Academic Success**

The Office of Academic Success provides content tutoring for **all undergraduate nursing courses**. Students are invited to set up an appointment with either a faculty nominated peer tutor or attend drop-in hours with one of our RN Alumni tutors. Academic coaching for nursing workshops are held each semester to engage students in activities and strategies to advance learning. Students may also set up individual academic coaching appointments.

Academic Coaching and Tutoring Appointments can be made by clicking on the "request tutoring" button on the Office of Academic Success web page:

<https://nursing.rutgers.edu/students/success/>

Students can also access the OAS Canvas page for additional resources.

Key Program Staff:

Jane Ferrick, OAS Director  
[jaf449@sn.rutgers.edu](mailto:jaf449@sn.rutgers.edu)  
Newark Campus  
110 Paterson, Room 329  
(848) 932-0424

## Student Writing Support

### Undergraduate Writing Centers

#### Newark

The Writing Center at Rutgers University–Newark provides writing tutoring and writing workshops to **all undergraduate students currently enrolled in classes at Rutgers University–Newark**.

The [Writing Center at Rutgers University-Newark](#) is located in:

Conklin Hall Room 126  
175 University Avenue  
Newark, NJ 07102  
(973) 353-5847  
[nwc@andromeda.rutgers.edu](mailto:nwc@andromeda.rutgers.edu)

Marne Benson, RBHS & Newark Writing Center Manager  
marneb@rutgers.edu  
Newark  
(973) 353-5849  
Conklin Hall Room 123

#### New Brunswick

The New Brunswick Campus has three writing centers providing tutoring to **all undergraduate students currently enrolled in classes at Rutgers University – New Brunswick**. Students strengthen reading, thinking, and writing skills with help from trained tutors in weekly tutoring sessions and a drop-in tutoring program. Rather than “fixing” or editing papers, Writing Center tutors support each writer’s unique revision process, as students work on essays for writing intensive courses.

- Douglass/Cook Writing Center, located at 135 George Street (848) 932-8856
- Livingston Writing Center, located in the B-wing of Lucy Stone Hall (848) 445-4048
- Plangere Writing Center, located on the third floor of Murray Hall (848) 932-1149

### Graduate Student Writing Support

Beginning Fall 2022, the Rutgers University Graduate Writing Program will facilitate a 2 credit, elective writing course designed specifically for our graduate students. The GWP’s mission is to support graduate students of all disciplines in their current and future writing goals, from coursework papers to scholarly articles and dissertations. Students receive extensive individual attention from highly qualified, full-time

English Department faculty members. The GWP course appears on student transcripts and is graded as Satisfactory/Unsatisfactory. Satisfactory performance is largely determined by attendance and engagement. Graduate students of all levels are welcome.

In addition to offering courses, the GWP hosts a range of workshops and events, such as writing “bootcamps” and guest lectures.

## Grade Grievance and Discrimination

### Grade Grievance:

The School’s Grade Grievance Policy is available at:

<https://nursing.rutgers.edu/wp-content/uploads/2019/06/SON-Grade-Grievance-Policy.pdf>.

The grade grievance process is managed by Dr. Warren, Vice Dean Administration and Student Services and undertaken by the Committee on Student Grievance, as established by the Bylaws (see page 10 of the bylaws for more information on this important Committee: <https://nursing.rutgers.edu/wp-content/uploads/2019/10/Faculty-Bylaws-School-of-Nursing.pdf> )

**Discrimination:** If a student feels they have been graded unfairly because of membership in one or more of the following protected categories, then the complaint will be channeled through the *University* Office of Employment Equity Investigations, not the *School’s* Grade Grievance process.

The protected categories are as follows:

- Race/Color
- National Origin/Ancestry
- Religion
- Age
- Sex/Gender
- Ethnicity
- Disability
- Sexual orientation
- Gender Identity and Expression
- Genetic Information
- Marital Status
- Veteran or Military Status

The Rutgers Policy Prohibiting Discrimination and Harassment can be found at:

<https://policies.rutgers.edu/60112-currentpdf>.

If the link doesn’t work, then search for “Rutgers Policy Prohibiting Discrimination and harassment”. For more information, refer to:

<https://uhr.rutgers.edu/policies-resources/policies-procedures/policy-and-compliance-guidelines/discrimination-and>

## Academic Integrity and Student Standards of Conduct

The School of Nursing Student Standards of Conduct are available at:

<http://nursing.rutgers.edu/conduct/index.html>



Please review this page as well as the links at the bottom of the page/left navigation, which are to:

- **Rutgers School of Nursing Student Academic Policies** (e.g., attendance, grade grievance, academic advisement/progression, access to non-public institutional data, professional attire, student essential functions, student standards of conduct, student recruitment and admission process) can be found at:  
<http://nursing.rutgers.edu/policies/index.html>
- **The Nurse Anesthesia Program policies** can be found at:  
<https://nursing.rutgers.edu/anesthesia-policies/>
- **Rutgers University Student Code of Conduct** can be found at:  
<http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/>
- **Rutgers University Academic Integrity Policy** can be found at:  
<http://academicintegrity.rutgers.edu/>
- **Health Insurance Portability and Accountability Act (HIPAA) Policy** can be found at:  
<https://www.hhs.gov/hipaa/for-professionals/index.html>
- **Rutgers School of Nursing Civility/Incivility**, including an incivility report form, can be found at:  
<https://nursing.rutgers.edu/students/conduct/civility-incivility/>

Student violations of any of the above policies, but specifically academic integrity, must be reported at first violation. Feel free to contact Dr. Warren, Vice Dean of Administration and Student Services, who can usher you through the process.

Should you witness classroom behaviors you believe may escalate to the point that may present a safety concern, contact public safety immediately.

You can reach University Public Safety by obtaining an outside line and then dialing 9-1-1.

## Student Services

Student Services serves prospective and enrolled students. Student Services is involved with matters ranging from new student recruitment to progression and graduation. Student Services functions as a resource for faculty and students with University-related student concerns.

Student Services includes the following departments:

- **Student Services Operations:** Includes new student recruitment, undergraduate and graduate admissions, the registrar, and student clinical clearance. As a function of student clinical clearance, this office manages affiliation agreements on behalf of the School of Nursing.
- **Student Engagement:** Oversees student orientation, peer mentoring, counseling, career development, career counseling, academic advisement, leadership development, clubs and organization advisement, scholarships, student engagement, and convocation.
- **Academic Support and Education Opportunity Fund (EOF):** Includes the Educational Opportunity Fund Program, Office of Academic Success, and the Disability Support Services (for students who

require accommodations). For more information on resources for students who require accommodation, see “Students with Disabilities” below.

Explore the website to find out more about Student Services:

<https://nursing.rutgers.edu/student-services/>

## Student Complaints

Should a student complain to you about another member of faculty, encourage them to discuss the matter with that member of faculty first. If needed, you can refer the student to the appropriate Academic Dean.

## FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law designed to protect the privacy of a student’s educational record. FERPA grants adult students (18 and older) the following rights:

- The right to inspect and review their educational records
- The right to seek the amendment of their educational records
- The right to consent to the disclosure of their educational records
- The right to obtain a copy of their school’s Student Records Policy
- The right to file a complaint with the FERPA Office in Washington, D.C.

With only a few exceptions, student educational records are considered confidential and may not be released without the written consent of the student. As faculty, you are responsible for protecting educational records in your possession, i.e., ensuring they are kept under lock and key and ensuring discussions about students cannot be overheard. You may only access information that is needed for legitimate completion of your responsibilities as a university employee.

Faculty are required to complete training on FERPA before they can access student records.

For more information on FERPA, see:

<https://uec.rutgers.edu/programs/ferpa-student-privacy/>

## Students with Disabilities

Should a student enquire about accommodation, refer them to the Office of Disability Services (ODS). It is the student’s (not the faculty’s) responsibility to inform ODS of a documented disability, request accommodations, and provide documentation of a disability.

**Note:** Students who receive accommodations must renew accommodations every term by requesting a Letter of Accommodations from their ODS coordinator (by contacting the ODS on their campus). Students seeking accommodation services should contact the Coordinator of Disability Services listed below.

<p><b><u>Rutgers Biomedical and Health Sciences</u></b>          (Graduate Nursing Students/Blackwood CC)          Jenna Rose          Coordinator, Office of Disability Services          65 Bergen Street, Suite 1441          Newark, NJ 07107          Phone: 973.634.4823          E-mail: <a href="mailto:jenna.rose@rutgers.edu">jenna.rose@rutgers.edu</a></p>	<p><b><u>Rutgers University, Newark</u></b>          Lorren Whitaker, Director          Office of Disability Services-Newark          Paul Robeson Campus Center, Suite 219          350 Martin Luther King Jr. Boulevard          Newark, NJ 07102          Phone: 973.353.5375          Fax: 973.353.5666          E-mail: <a href="mailto:ODS@newark.rutgers.edu">ODS@newark.rutgers.edu</a></p>
<p>Rutgers University, <b><u>New Brunswick</u></b>          Brian Maher, Coordinator          Lucy Stone Hall, Suite A145          Livingston Campus          54 Joyce Kilmer Ave.          Piscataway, NJ 08854          Phone: 848.202.3111 Fax: 732.445.3388 E-mail:  <a href="mailto:dsoffice@echo.rutgers.edu">dsoffice@echo.rutgers.edu</a></p>	

Additional information is available on the School of Nursing website:

<http://nursing.rutgers.edu/students/disability.html>

**Accommodations and FERPA:** Should you be approached by a student who has or needs an accommodation, keep in mind that such information about the student is protected under FERPA and ensure all discussions or correspondences are private and confidential.

**Getting started:** The process starts with the completion of a registration form, which the student can find at: <https://webapps.rutgers.edu/student-ods/forms/registration>

Request for accommodation will need appropriate documentation, as described at <https://ods.rutgers.edu/students/documentation-guidelines>

## Mental Health and Suicide Prevention

It isn't unusual for faculty to be approached by students who are depressed or students desperate to find resources for a friend whom they fear may be suicidal. If you are ever in such a situation, take the request/threat seriously, even if mentioned casually or in passing. Provide a listening ear (don't try to cheer him/her/them up and don't encourage him/her/them to look on the bright side) and refer this individual for help. You might want to say something like "It sounds like life is really overwhelming for you right now". If the situation is conducive, and you feel like you're able to triage, then ask "Are you thinking about killing yourself?" You won't trigger suicidal thinking just by asking about it.

**\*\*\*If it's an emergency, call 9-1-1.\*\*\***

If it is not an immediate emergency and the query comes during business hours, then call student services, they can assist with finding and immediate referral.

**Examples of Concerning Behavior**

The behaviors listed in the box below\* should trigger a red flag and a conversation to screen for any serious underlying issues. Students who may be high risk for self-harm should be referred for help.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Missing classes or irregular attendance</li><li>• Significant change in behavior</li><li>• Comments that are inappropriate or irrelevant to class discussion</li><li>• Unable to control emotions</li><li>• Poor hygiene</li><li>• Appears intoxicated or smells of alcohol</li><li>• Appears high or smells of marijuana</li><li>• Appears tired or is constantly falling asleep in class</li></ul> | <ul style="list-style-type: none"><li>• Very anxious</li><li>• Concerning writing or art</li><li>• Extreme change in weight</li><li>• Extreme change in appearance</li><li>• Unusual bruising or other injuries</li><li>• Interrupting class discussions</li><li>• Interfering with other students' ability to learn</li><li>• Making threats or threatening behavior</li><li>• Talking or writing about suicide</li></ul> |
|--|--|

\*This list is not comprehensive and may not encompass concerning behavior that you are seeing. No two student situations are the same.

**Services for the New Brunswick Campus**

During regular business hours (8:30am – 4:30pm):

- **Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS):**  
(848) 932-7884 (ask for the on-call counselor)  
17 Senior Street  
New Brunswick

CAPS is equipped to handle crisis situations on short notice. The receptionist will link callers to the on-call counselor who will assess the situation and provide specific direction about what to do. Be sure to indicate to the receptionist that you think it is an urgent situation and briefly describe what is going on, so you will get the fastest possible attention.

- **Additional resources** can be found at: <http://rues.rutgers.edu/behavioral.php>

After 4:30pm and on weekends:

- New Brunswick/ Piscataway/Middlesex County areas: Call the 24-hour emergency hotline (APS) at 855-515-5700, which is professionally staffed by the local community mental health center.

**Services for RBHS Campuses (Newark)**

- **Rutgers UBHC—The Student Wellness Program:**  
(973) 972-5429  
Behavioral Health Science Building (BHSB)

183 South Orange Avenue  
B level - Crisis Services  
Newark

- **Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS)**

CAPS is equipped to handle crisis situations on short notice.

(973) 353-1236 (ask for the on-call counselor)

249 University Avenue

Blumenthal Hall, Room 101

Newark

- **The Psychiatric Emergency Service Screening Center and Crisis Service Clinic** (24 hours, 7 days a week):

(973) 626-2323

- **EISS-Early Intervention Support Services:** A short term, comprehensive behavioral health services for adults who are undergoing significant emotional or psychiatric distress and in need of immediate intervention. Early Intervention and Support Services are an alternative to emergency room treatment when the individual does not meet the criteria for inpatient hospitalization. By Appointment and/or walk-ins.

(973) 972-6100

(800) 969-5300

### Services for the Blackwood Campus

- Please contact Michael Varano, in Student Services, at [mv372@sn.rutgers.edu](mailto:mv372@sn.rutgers.edu).

### Statewide and National Services

- New Jersey Hopeline: 1-855-NJ-HOPELINE (654-6735)
- 988: Suicide and Crisis Lifeline (available 24 hours. Languages: English, Spanish)
- National Suicide Prevention Lifeline: 1-800-273-8255 (TALK)
- Additional resources are available at:

<https://www.speakingofsuicide.com/resources>.

For more information, please see the Students of Concern Contact Sheet and How-to Guide, which can be accessed from:

<https://nursing.rutgers.edu/central/>

## Commencement and Convocation

Although the School of Nursing graduates students three times a year (fall, spring and summer) commencement and convocation are conducted only once a year. Commencement ceremonies take place in New Brunswick and School of Nursing undergraduate and graduate students attend the same commencement ceremony hosted by the university for all graduating students. This event usually takes place the second Sunday in May at SHI Stadium on Busch Campus in Piscataway. The School of Nursing also holds a convocation once a year, typically during the week after commencement. Convocation is a

school-wide event, honoring all School of Nursing graduates (at both the graduate and undergraduate levels) and takes place at the New Jersey Performing Arts Center (NJ PAC, <http://www.njpac.org/>) in Newark. Each graduate is honored individually at the convocation and those receiving a DNP or PhD are hooded.

As faculty, you are *encouraged* to attend commencement; but you are *expected* to attend convocation.

## Wellness

In June 2021, University Human Resources announced the launch of the My Wellness app, available within the Rutgers University mobile app and on the myRutgers portal. As part of the Rutgers Employees First initiative, the My Wellness app was developed in collaboration with University Human Resources, IP&O Strategic Services, OIT Application Services, and the Emergency Operations Center's Behavioral Health and Wellness workgroup. The purpose of the app is to support the physical, emotional, and social well-being of Rutgers employees by providing quick and easy access to wellness content from your mobile device.

Here's how you can access the My Wellness app:

- Already have the Rutgers University mobile app? Tap on the top left side of the mobile app to access the main menu and go to My Wellness (If My Wellness is not visible in the main menu, please update or redownload the Rutgers University mobile app)
- Need to download the Rutgers University mobile app? Visit <https://oss.rutgers.edu/mobile/>
- The My Wellness app can also be accessed within the myRutgers portal

## Employee Discounts and Affiliated Credit Unions

### Employee Discounts

As a Rutgers employee, you are eligible for discounts from local and national vendors. There are Rutgers University discounts and non-Rutgers University discounts. The non-Rutgers University discounts are managed by Abenity. To learn more about and access those discounts, you need to create an account.

Find out more at:

<http://uhr.rutgers.edu/benefits/non-state-benefits-rutgers-positions/employee-discounts>

### Credit Unions

As a Rutgers University employee, you are eligible to become a member of either of the affiliated credit unions:

- North Jersey Federal Credit Union (near the RBHS campus, 186 West Market Street, Newark)
- Rutgers Federal Credit Union located in Newark (249 University Avenue, Newark), Piscataway, Camden, and New Brunswick.

## Where Can I go to get Lunch or a Beverage?

### RBHS-Newark Campus (Bergen Building)

If you bring your own lunch, there are three kitchens in the Bergen Building where you can store or heat your lunch:

- 14<sup>th</sup> floor: There is one kitchen on the south wing.
- 11<sup>th</sup> floor: There is one kitchen in the north wing (room 1139) and another other in the south wing (room 1120, signposted as “Faculty/Staff Lounge”). The access code to get into room 1120 is: 4488.
- 10<sup>th</sup> floor: Room 1099 is also a “Faculty/Staff Lounge”. Use your ID to access it.

**Vending Machines:** There are vending machines in GB33 “Staff and Faculty Lounge”, which is on the GB floor (one floor below the first floor), a few paces down from the south exit (the exit onto 12<sup>th</sup> Avenue).

If you want to buy your lunch, below are a few ideas of eateries within walking distance:

- Food Trucks: There are three or four food trucks at/near the intersection of 12<sup>th</sup> Avenue and Bergen Street. The food trucks are probably the most popular lunch (and breakfast) destinations. They serve a range of hot and cold foods from salads and sandwiches to burgers, falafels, and pizza. The food truck that serves pizza is good, however, as they make the pizza fresh, it takes 15-30 minutes to fill an order. You can order in advance from any of the trucks.
- University Hospital Cafeteria, Garden Café/Bistro is on the B-level of University Hospital. It includes a cafeteria that serves hot and cold food as well as a Burger King.
- IHOP, 109 Bergen Street, Newark
- University Plaza at 186 West Market Street, Newark houses seven restaurants: Wok II Chinese Restaurant, 4 Seasons Café Restaurant American Food, Gyro King, Mongolian Grill, Blimpie America’s Sub Shop, and Sakura Japan Teriyaki & Sushi. New Crab Palace is on the east side of University Plaza.

If you’re into fast food, you’ll find a McDonald’s, Wendy’s, and Checkers at the intersection of West Market Street and First Street. There is a KFC at 125 Bergen Street and Dunkin Donuts at 131 Bergen Street.

If all else fails, you can go to the Rite Aid at Bergen Street and 12<sup>th</sup> Avenue and buy something from their frozen or refrigerator section and heat it using the microwaves in any of the above-mentioned kitchens.

### Rutgers Newark Campus (Ackerson Hall)

You can bring your own lunch and make use of the kitchens on the first, second, or third floors (where you can get a free cup of coffee):

- First floor kitchen (adjacent to the Dean’s Lounge). Access is via your ID (swipe).
- Second and Third floor kitchens: 1 2 3 5 8 0

There is a vending machine on the first floor where you can buy water and soft drinks and another in the basement where you can purchase snacks and drinks. There is seating in both the basement and the atrium to sit, eat or relax.

If you prefer to eat out, there are many eateries on and near the downtown Rutgers-Newark campus, including:

- Playa Bowls, 53 Bleeker Street
- Fukuro, 55 Bleeker Street
- RUHungry, 164 University Avenue
- Singri (Indian food), 155 University Avenue
- French Fry Heaven, 155 University Avenue
- Halal Mama (Turkish and Korean food), 160 University Avenue
- Boom Boom Chicken, 160 University Avenue
- Subway, 155 University Avenue
- Mocha Town (Breakfast foods), 159 University Avenue

The Rutgers University website (<https://www.runewarkdining.com/dining-venues/>) lists the following on campus dining (this list was compiled pre-COVID pandemic, so there may be changes):

- 1 Park Bistro, 1 Washington Park, Newark (Business School)
- Center for Law and Justice Café, 123 Washington Street, Newark
- On the RU-N, Starbucks, and the University Club at the Paul Robeson Campus Center, 350 Martin Luther King, Jr. Blvd, Newark
- JBJ Soul Kitchen, Paul Robeson Campus Center, 2<sup>nd</sup> Floor, 350 Martin Luther King, Jr. Blvd, Newark
- Robeson Food Court, Paul Robeson Campus Center, 350 Martin Luther King, Jr. Blvd, Newark. The Food Court features Red Mango, Grill Nation, Salad Bar and 1-2-3-4.

Don't forget about the food carts and trucks on Warren Street. Plus, there are many restaurants off-campus within walking distance.

For an extensive listing, see: <https://www.newark.rutgers.edu/where-eat>.

### **New Brunswick, College Avenue Campus**

Check out the Dining Options listed in: "What Every Scarlet Knight Should Know" (page 27) at:

[https://nso.rutgers.edu/sites/default/files/pdf/NSO\\_2021-New-Student-Orientation-Student-Guide\\_SP21.pdf](https://nso.rutgers.edu/sites/default/files/pdf/NSO_2021-New-Student-Orientation-Student-Guide_SP21.pdf)

However, there are many restaurants in New Brunswick, see the below for a detailed listing:

[https://www.newbrunswick.com/pub/listing/restaurants\\_amp\\_eateries](https://www.newbrunswick.com/pub/listing/restaurants_amp_eateries)

### **Blackwood Campus**

If you bring your own lunch, you can eat in the Jefferson Building (200 College Drive, Blackwood, NJ 08021) Conference room 101 which is located on the first floor of the building.



If you want to buy lunch, consider:

- The Blackwood cafeteria (200 College Drive, Blackwood, NJ 08021) located in the Connector Building on the 3rd floor.
- Lamp Post Diner-1378 Little Gloucester Road-Clementon, NJ 08021

## **This is all interesting, but where do I go for paper?**

Oftentimes, the most common questions from new faculty are the simplest like: Where do I go for office supplies or to make a photocopy? How do I order a lab coat? Your best bet is to see your Division Staff (their names are listed under “Academic Divisions and the Deans’ Offices”). This is one of hundreds of reasons why it’s a good idea to get to know the staff in your division.

## Appendix 1: Orientation Checklist

Task/Activity	Completed	Comments
<b>Technology-related tasks/activities</b>		
Obtained NetID		
Set up e-mail		
Received orientation/training on Canvas		
Oriented to classroom technology (smart boards, etc.)		
Obtained access to division shared drives		
Obtained voicemail access		
<b>Practical tasks/activities</b>		
Obtained ID badge		
Obtained office keys		
If you drive to campus: obtained parking permit		
Taken a building tour		
Found the fire escape routes		
Obtained business cards		
Turned into HR all Benefits Forms (health, dental and prescription insurance forms as well as pension/401k forms are dues within 10 days; unreimbursed medical/flexible spend account within 30 days)*		
Ordered lab coat (only if responsible for clinicals)		
In the Fall: obtained flu vaccine (recommended for everyone, but required if you have any contact with patients)		
<b>On the Internet</b>		
Visited my.rutgers.edu to: Take a tour and then visit "Employee Self Service" tab to: <ul style="list-style-type: none"> <li>• Fill in a "Direct Deposit" form</li> <li>• "View W-2"</li> <li>• Check your "Personal Information"</li> <li>• Verify your "Emergency Contracts"</li> <li>• Looked at "View Paycheck"</li> </ul>		
Submitted/verified your professional details on faculty web page and directory		
Downloaded shuttle schedule at <a href="http://rudots.rutgers.edu/nwktransport.shtml">http://rudots.rutgers.edu/nwktransport.shtml</a> and <a href="http://rudots.rutgers.edu/campusbuses.shtml">http://rudots.rutgers.edu/campusbuses.shtml</a> NextBus ( <a href="http://www.nextbus.com/#!/rutgers/">http://www.nextbus.com/#!/rutgers/</a> ) and the Next Bus App for your cell phone		

Reviewed school policies on: <ul style="list-style-type: none"> <li>• Syllabus, student grading grievance policy</li> <li>• Annual reviews/promotion &amp; tenure</li> </ul>		
Checked out Faculty Survey at <a href="https://oirap.rutgers.edu/Facsurv/">https://oirap.rutgers.edu/Facsurv/</a>		
Completed FERPA training		
Completed IRB/CITI training		
Completed Rutgers University Code of Ethics training(s)		
Reached out to Virginia Allread to ensure your name has been added to the “Faculty Governance” Canvas site (so that you have access to minutes of past meetings)		
<b>Getting to know the job</b>		
Met with immediate manager		
Set up appointments to meet with key colleagues		
Met with grants management team to review how to apply/submit grant applications		
<b>Academic tasks/activities</b>		
Familiarized yourself with your Divisional budget and anticipated expenses		
Met with mentor and set up a mentoring plan		
Made note of dates/times of mandatory meetings such as Faculty Meetings and divisional meetings		
Reviewed which annual meetings you plan to attend in the coming year; e.g. AACN doctoral meeting in January (hotels fill up quickly) and made appointment to discuss with Associate Dean		
Oriented to library services (on-line and at the facility)		

\* See also University Human Resources’ New Employee Checklist at: <http://uhr.rutgers.edu/new-employee-checklist>