



RUTGERS

School of Nursing

New Faculty Handbook

August 19, 2021



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Purpose of this Handbook

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 to be used as a reference after the orientation. 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 commonly asked questions by new faculty. Do not hesitate to approach your Division Dean 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 at salmonsu@sn.rutgers.edu and Virginia Allread at allreavi@sn.rutgers.edu.

Welcome from the Deans

On behalf of the School of Nursing at Rutgers we would like to welcome you on board. 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 1,600 students (approximately 52% are undergraduate and 48% are graduate students), with campus locations in Newark, New Brunswick, and Blackwood, New Jersey. Our Doctor of Nursing Practice (DNP) program is ranked #15, while the Master of Science in Nursing (MSN) program is ranked #19, according to *U.S. News and World Report's* 2022 Best Nursing Schools rankings. Rutgers School of Nursing is one of the more diverse nursing schools in the country: 60% of the School's undergraduate students and 62% of graduate students describe themselves as ethnic or racial minority. The strength of our institution is dependent on the skills, experience, and the hard work of our faculty, we are excited that you have decided to join us. We expect that 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 give you an introduction to the School of Nursing, an overview of what is available to you to help you accomplish your job, and an outline of some of your responsibilities. However, given the size of our School and the University, we recognize that you'll need more than a Handbook to get oriented. So, don't hesitate to ask your Division Dean, colleagues or staff when you have a question. Welcome! 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 21st century.

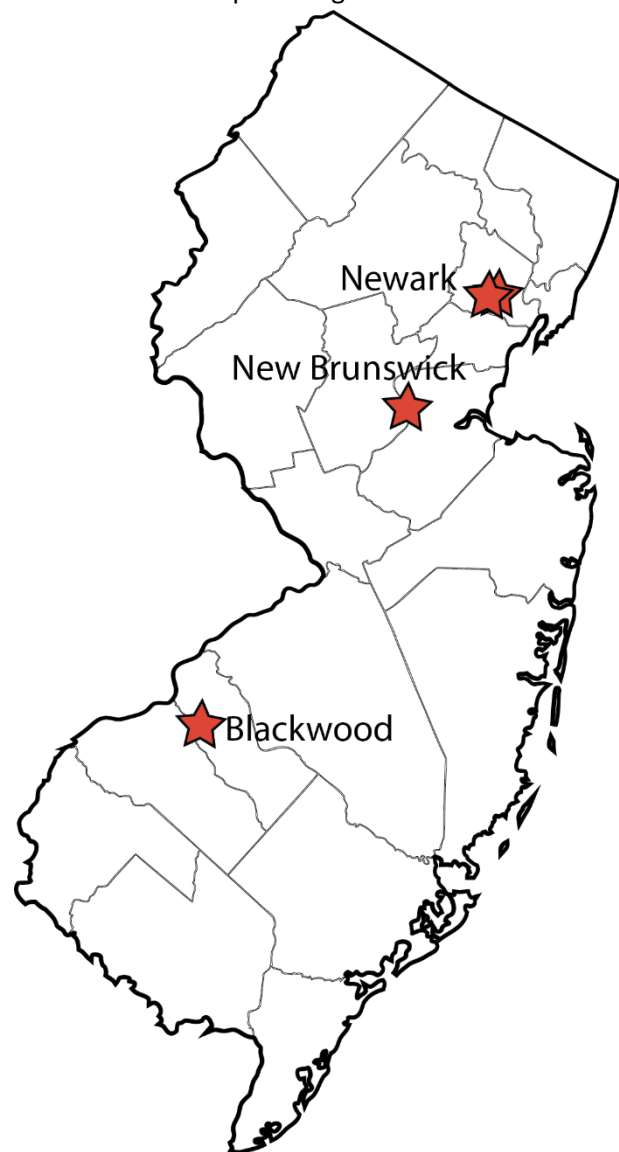
Linda Flynn, PhD, RN, FAAN,
Dean and Professor

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 providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs; 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 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). The School of Nursing is in RBHS and our leadership is committed to the overarching mission to provide service, research and education locally and globally.



Merger with UMDNJ

Recent years have brought about many landmark changes for Rutgers University and the School of Nursing. Notably, on July 1, 2013, the New Jersey Medical and Health Sciences Education Restructuring Act went into effect leading to extensive changes

for higher education and health sciences education in the State of New Jersey. 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.

As a result of the merger, nursing education at Rutgers faced a unique situation. There were three nursing programs within the university operating in four geographic locations (Newark, New Brunswick, Camden and Stratford). Ultimately the university decided to operate two distinct and separate nursing schools. This was achieved through the formal unification of the Rutgers College of Nursing with the UMDNJ School of Nursing to form the new Rutgers School of Nursing. The legacy UMDNJ School of Nursing housed on the Stratford campus was carved out and merged with Rutgers University-Camden. The School of Nursing-Camden is a separate entity from the Rutgers School of Nursing, with its own mission, goals and accredited programs.

The College of Nursing shifted advanced practice education from the Master's level to the Doctor of Nursing Practice (DNP) in 2012. The decision was reaffirmed by both nursing schools to provide advanced practice education at the DNP level only, and the Master's level advanced practice programs stopped admissions in Fall 2013. This gave faculty from both programs the opportunity to combine the best from their respective curricula. On July 1, 2014 the two legacy nursing schools were officially unified by the Rutgers Board of Trustees, and in Fall 2014 students were admitted to the 'new' Rutgers School of Nursing. While the formal merger has occurred, on-going university-wide integration efforts include:

- Implementation of a new financial cloud system
- Merged information technology service systems, networks and user portals
- Continued negotiation of labor relations agreements between the university and all unions representing staff, faculty, teaching and graduate assistants, lecturers and instructors
- Revisions of university and school policies and procedures to ensure alignment and consistency

While the Rutgers School of Nursing is considered a new school, it is built on a solid foundation established by committed faculty, dedicated staff and passionate students. It brings together two academic schools that have over 100 years of collective experience and history in offering nursing education in the Garden State.

Mission, Vision and Signature Areas

The 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, including distance education, in the undergraduate and graduate programs.

Mission and Vision

Mission: The Rutgers School of Nursing's mission is to educate students, advance the discipline of nursing through research, scholarship and practice, provide service that meets the health care needs of diverse populations, and demonstrate change-focused leadership at a local, state, national and global level.

Vision: The Rutgers School of Nursing will be broadly recognized within the health care community – and by health care policy makers – as a national and global leader in nursing education, research and scholarship, and an innovator in developing and providing clinical care that contributes to improved health outcomes.

Signature Areas

Healthy Communities/Population Health/Public Engagement

- Community-based Participatory Research
- Community Health Workers (Promotoras)
- Nurse Wellness Centers
- Federally Qualified Health Center - Rutgers Community Health Center
- Ryan White HIV Care Clinic

Healthy Urban Families and Children

- Child Welfare
- Health Disparities
- Violence
- Social Determinants of Health

Better Health and Well-Being

- Primary Care
- Symptom Management
- Self-care
- Care of Frail Elderly

- Mental Health/Behavioral Health
- Quality of Life for Living with Chronic Illness (Cancer, HIV, Diabetes)
- Immunizations
- Wound Care

Quality of Care

- Workforce - Quality, Supply & Demand, and Staffing
- Evidence-based Practice
- Systematic Reviews
- Informatics
- Systems of Care – Transitional Care – Case Management
- Ethics of Care
- EHealth

Strategic Plan Goals

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

Education

- Uphold Rutgers School of Nursing’s reputation as a leader in best educational practices and an 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 that is responsive to changing educational and socio-political trends, and also 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 and 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.
- Maintain and expand access to clinical services through the Federally Qualified Health Center, Rutgers Community Health Center.
- Integrate ethical principles that ensure the rights and privileges of all humans to health care that is 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.
- Develops and implements evidence-based leadership in order to lead change.
- Demonstrates leadership in inter-professional practice and education.
- Foster workforce and team engagement through demonstration in research and clinical practice.

Academic Divisions and the Deans' Offices

The Deans' Offices

Office of the Dean: Linda Flynn, PhD, RN, FAAN is Dean and Professor of Rutgers School of Nursing. She has held this title since September 2019 when Dean Holzemer retired. The dean is the chief academic and administrative officer of the Rutgers 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's Program Coordinator is:

- Doris Salinas Parker

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, regulatory requirements and standards. The Executive Vice Dean facilitates academic oversight and student advancement by overseeing the three divisional associate deans and the associate deans of clinical affairs and educational research and innovation. Dr. Salmond reports directly to the dean of the school and works with stakeholders to guarantee program excellence and relevance.

The Executive Vice Dean's Executive Assistant is:

- Virginia Allread, MPH

See the faculty and staff directory for contact information:

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

Research: The role of executive director for research services: contracts and grants is currently vacant. This position was developed to promote, expand and support faculty scholarship and research, interdisciplinary collaborative research, and external sponsored research funding. More on the work of the Office of Research and Sponsored Program Support is included later in this Handbook.

Administration and Student Services: Kyle D. Warren, PhD, MA Ed, Senior Vice Dean for Administration and Student Services. Dr. Warren 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 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. Additional information on Student Services can be found later in this Handbook.

The School of Nursing includes three academic divisions, each led by an associate dean:

Entry to Baccalaureate Practice

There are three programs in the Entry to Baccalaureate practice division:

- **Traditional Baccalaureate program** is the post-high school 4-year program; admissions are once/year in the Fall semester. It is offered in Newark and New Brunswick. 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. The Bachelor of Science in Nursing is also offered at the Blackwood campus, but students must have either an associate of science degree or 60 undergraduate pre-requisite credits from Camden County College. Blackwood campus students are admitted as transfers in the summer prior to the start of their junior year
- **Second Degree Baccalaureate program**, offered in Newark, 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** students have successfully completed an accredited registered nurse program. Although 121 credits are required to graduate, as many as 94 may be transferred in from students' previous institutions. The science and humanities prerequisite courses are the same as in the Traditional Baccalaureate option. 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 to which they are hired, are expected to be flexible. For example, if you were hired to teach in the Baccalaureate program, you may be called upon to teach courses in any of the three Baccalaureate programs, in the Advanced Nursing Practice Division or even the PhD program, depending on your qualifications and experience.

Administrative team:

- Wendy Budin, PhD, RN-BC, FACCE, FAAN, Associate Dean and Professor
- Barbara Cannella, PhD, RN, APN, Assistant Dean – New Brunswick and Clinical Associate Professor
- Mary Johansen PhD, RN, NE-BC, FAAN, Interim Assistant Dean - Newark and Clinical Associate Professor
- Shelby Pitts, DNP, RN, WHNP-BC, Interim Program Director, RN-BSN Program, Instructor
- Catherine Morse, EdD, MSN, CRNA, APNA, Clinical Assistant Professor & Director 2 + 2 Traditional Program

Key support staff:

- Miriam Mendez, Program Support Specialist (Newark)
- Denise Santangelo, Senior Administrative Assistant (New Brunswick)

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.

- **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** are available in following specialty areas: 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-Baccalaureate DNP Programs** are available in the following areas: 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, Leadership-Management, Nurse Anesthesia, Women's Health Nurse Practitioner, Nurse Midwifery, and Women's Health/Nurse Midwifery.
- **Post-Master DNP Programs** include the Executive Weekend Model and Leadership Programs.

Administrative team:

- Caroline Dorsen, PhD, FNP-BC, Associate Dean and Associate Professor
- Sharon Anderson, DNP, APN, NNP-BC, AGN-BC, Assistant Dean and Associate Professor

Key support staff:

- Maureen Thomas, Program Coordinator
- Dani Scarmozzino, Admin Academic Support Services

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 doctoral programs once a year—in the fall, and can study full or part-time.

PhD in Nursing: Rutgers has two PhD in Nursing tracks— one for students who already have a master degree or a DNP, and a new track for BS to PhD students. In the BS to PhD program, students earn a master degree “in passing”. The PhD-Nursing Program is now part of the School of Graduate Studies; however cohorts admitted prior to 2021 were admitted under the Graduate School - Newark.

Administrative team:

- Charlotte Thomas-Hawkins, PhD, RN, FAAN, Associate Dean
- Sabrina Chase, PhD, Assistant Professor and Director of Community Programs, Joint Urban Systems PhD Program in Urban Health

Key support staff:

- Rosario Reyes-Urbina, BS, BA, MA, Department Administrator (Newark)

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, in addition to teaching, reappointment and promotion (discussed later in this Handbook) are dependent on active scholarship, research and service activities.

Scholarship and Research

Regardless of your role, you are not only encouraged, but expected, to engage in scholarship and write for publication in peer-reviewed journals. 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") as well as 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 as well as service in your profession.

Service to the School and University: Faculty are expected to participate in School of Nursing governance. Attendance at Faculty Meetings 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. As the curriculum is the responsibility of faculty, faculty are expected to be active participants in the process through participation in the Curriculum Committee, Divisional meetings and Faculty Meetings.
- **Participation in new faculty search committees.** Each open position at the School of Nursing is assigned a Search Committee, with a Chair, to lead the screening and interviewing of applicants. It is important that you participate in search committees and, whenever possible, (even if you are not on the search committee) attend interviews. All interview participants have an option to attend remotely (as of spring 2021, all interviews are conducted remotely only, they will eventually be in person as well). Participation on search committees can be added to your CV as service to the school, but more importantly, it gives you an opportunity to have input into the recruitment of people who will soon be your colleagues.

Administration does recognize that first year faculty are typically becoming acclimated 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, to continue clinical practice on a part-time basis and to ensure that their clinical skills and knowledge are up-to-date. Undergraduate faculty, whether Nurse Practitioners or not, are also expected to maintain their clinical skills.

Attendance at professional conferences/meetings

The School of Nursing has a dedicated budget for scholarly activities, such as attendance at conferences, workshops or meetings; however, this budget is limited. If you want support to attend a meeting, first meet with your division dean to discuss availability of resources. This should be done prior to submitting an abstract, as abstract acceptance is no guarantee of School funding to attend. Priority is given to podium presentations followed by poster presentations and general attendance. Faculty with grant support can use monies allocated for travel to attend professional conferences.

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 the 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.

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 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 third and fourth floors.
- **Blackwood:** Jefferson Hall, Suite 114, 200 College Drive, Blackwood, NJ (Camden County College campus)

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 health care environment (<http://nursing.rutgers.edu/ce/index.html>).

Administrative team:

- Associate Dean Position: Vacant
- Debora L. Tracey, DNP, RN, CNE, Assistant Professor and Assistant Dean, Center for Clinical Learning
- Jeannette Manchester, DNP, RN, Assistant Dean of the Center for Professional Development and Assistant Professor

Key support staff:

- Mariely Rosario, 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 you with numerous aspects of project sponsorship: 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 want to apply for funding, reach out to the Office of Research Services, Contracts and Grants, and do so before you start 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:

- Position Vacant, Executive Director
- Laura Buchmann, Pre-award Specialist
- Jennifer Oluoch-Kore, Grants Specialist
- Wilson Ng, MA, EMT, Administrative Assistant for Research Services and Institutional Research

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 need to go through the IRB. The only entity that can decide that you do not need an IRB, is the IRB.

Before submitting an application through the IRB, you will need to complete or update your CITI training, this is the generic human subjects training used by many universities across the United States. You will need to re-take the course every three 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.

Protocols are submitted through the eIRB system. Before submitting your first IRB application, you may want to 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, anyhow, so you can streamline the process by working closely with them in developing your application. 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 your 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/>. The Office of Institutional Research and Assessment is staffed by:

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

Both of whom are based at Ackerson Hall, 2nd floor, 180 University Avenue in Newark.

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. <https://nursing.rutgers.edu/research-centers/chrp/>
- **The 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. <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. <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. The FXB Center is fully grant-funded and employs 36 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. See <https://nursing.rutgers.edu/research-centers/xfb/>; for more on the CHP, see <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. <https://nursing.rutgers.edu/research-centers/njccn/>
- **The Northeast Institute for Evidence Synthesis and Translation** is a center of the International Joanna Briggs Institute. NEST supports the development of methodologically rigorous comprehensive systematic reviews. <https://nursing.rutgers.edu/research-centers/nest/>

Two centers provide clinical services:

- The Rutgers Community Health Center (RCHC) is operated by Rutgers School of Nursing and provides a full range of primary care to more than 2,000 individuals living and working in Newark, NJ, and the surrounding area.
- The FXB Center (also listed above) HIV Primary Care Clinic operates alongside RCHC, providing 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.

RCHC and the FXB Center's clinic is based at a New Community Corporation Location, 274 South Orange Avenue, 3rd Floor, Newark, NJ. <http://rhc.rutgers.edu/>

Two centers support academic innovation and development:

- **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. For more on CERI and CERI's Center for Clinical Learning and Center for Professional Development, see <https://nursing.rutgers.edu/ceri/>
- **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. The next cohort will take place in 2021. <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 Argentina and the third in China. The Center for Global Health is planning on expanding to offer a medical Spanish course at the University of Mexico. <https://nursing.rutgers.edu/center-for-global-health/>

Faculty are strongly encouraged to find out more about each of the Schools Centers and to consider joining or collaborating with the Centers where there are areas of common interest. The centers can also support your research and scholarship goals. Find out more about all of 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 that is 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, from the top down. More about our tripartite initiative to ensure a diverse and equitable workplace and place of study can be found [here](#).

You 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 in teaching and writing with in-service workshops.

Teaching Excellence I and II (1 TCH/term): This teaching excellence program provided by the Center for Educational Research and Innovation 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. 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. Teaching Excellences is a year-long course.

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. E-mail ceri@sn.rutgers.edu if you are interested.

Writing for Publication Workshop: The goal of the Writing for Publication Workshop is to help faculty improve their 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. For more information, reach out to Dr. Jeannette Manchester.

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

- Basic, which covers the basics of statistics used in nursing/clinical research.
- Intermediate, which covers the purpose, methods and applications of regression.
- Advanced, which includes 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.

E-mail ceri@sn.rutgers.edu if you are interested.

Canvas Coaching: This is a workshop designed to support faculty in creating and revising their courses in Canvas so that they will both meet accreditation requirements and incorporate active learning strategies to engage students. E-mail ceri@sn.rutgers.edu if you are interested.

Mentors: 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). You should feel free to reach out to your mentor for support in teaching, grant writing, writing for scholarship, service, research or any other areas. If your mentor can't answer your questions, he or she will be able to refer you to a peer with expertise in the area of interest.

The Committee on Faculty Mentorship developed a 23-page Mentorship Program Tool Kit, which is attached to this Handbook as Appendix 2. 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.

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

— Maral Mouradian, Vice Chancellor for Faculty Development, RBHS

Peer support: Finally, there is also informal support from peers. You shouldn't hesitate to reach out to a peer within the Rutgers School of Nursing 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, division dean or neighbor. And, don't forget to attend committee and Faculty Meetings, which are great places to network in addition to tackling School business.

School of Nursing Unions

Further to the Rutgers-UMDNJ merger in 2014, the School of Nursing faculty are represented by either of two unions:

- American Association of University Professors-American Federation of Teachers (AAUP-AFT): sometimes inaccurately referred to as “legacy-Rutgers” employees. <http://www.rutgersaaup.org/>
- AAUP-Biomedical Health Sciences of New Jersey (BHSNJ): sometimes (again inaccurately) referred to as “legacy-UMDNJ” employees. <http://aaupbhsnj.org/>

Administration, faculty and union representatives have been working together since the merger to ensure standardization of employment rights and expectations as well as benefits for faculty in both unions. However, there remains lingering contractual differences between the two unions.

Union dues: Your respective union will reach out to you 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: a tenure track, and four non-tenure tracks.¹

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 teachers. 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).

¹ Rutgers Biomedical and Health Sciences. Policies and Guidelines Governing Appointments, Promotions, and Professional Activities of the Faculty. http://rbhs.rutgers.edu/pdf/RBHS%20Promotion%20Guidelines_FINAL.pdf

Once the faculty member completes their terminal degree he/she is promoted to RBHS Instructor or Assistant Professor in the relevant track.

RBHS Instructor

Appointment as RBHS Instructor provides new faculty 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. Faculty on tenure track 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:

1. **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:
 - Assistant Professor, Teaching Track
 - Associate Professor, Teaching Track
 - Professor, Teaching Track
 - Distinguished Professor, Teaching Track
2. **Clinical Track:** The Clinical track includes:
 - a. **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.
 - b. **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:
 - Assistant Professor, Clinical Track
 - Associate Professor, Clinical Track
 - Professor, Clinical Track
 - Distinguished Professor, Clinical Track

3. **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.

Title include:

- Assistant Professor, Professional Practice Track
- Associate Professor, Professional Practice Track
- Professor, Professional Practice Track
- Distinguished Professor, Professional Practice Track

4. **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. Titles include:

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

Tenure and Non-Tenure Tracks, AAUP-AFT

At the School of Nursing faculty hired under the AAUP-AFT union are employed as either tenure track 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 so as 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.

Full policy can be reviewed at: <https://policies.rutgers.edu/sites/default/files/60.5.14%20-%20current.pdf>

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				✓

The full policy is available at: <http://nursing.rutgers.edu/central/files/legacy-CON/Clinical%20Faculty%20Series.pdf>

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 are based on rank, whether tenure/tenure track, whether a 10-month or 12-month employee, and associated 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, he/she is provided with three TCHs towards his/her annual target. The Assistant Deans work with faculty to assign teaching roles. Faculty may be assigned to teach across campuses and across divisions. Although this is standard, TCHs may be adjusted for classes with unusually low enrollment.
- **Research 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 Directors in the Advanced Practice Division, 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.

Committee and Meeting Structure

Faculty are expected to participate in School of Nursing governance and in curriculum development, and the mechanism for participation is the committee structure. Many of the School's meetings are scheduled on Mondays, so it's a good idea to plan to be on campus (or available for Zoom calls) every Monday.

A brief summary of meetings follows.

Mandatory meetings

Faculty Meetings: Attendance at Faculty Meetings is required. Faculty meetings generally take place from 9:00AM till noon on the fourth Monday of the month. Meeting are currently remote (Zoom or WebEx) but otherwise took place in the Dean's Lounge, at Ackerson Hall (the Dean's Lounge is on the first floor to the left if you walk in the front door facing University Avenue). The schedule for the 2021/22 academic year follows:

- Monday, September 27, 2021
- Monday, October 25, 2021
- Monday, November 29, 2021
- Monday, January 24, 2022
- Monday, February 28, 2022
- Monday, March 28, 2022

- Monday, April 25, 2022
- Monday, May 15, 2022

Divisional meetings: each of the three divisions (Entry to Baccalaureate Practice, Advanced Nursing Practice and Nursing Science) convenes monthly divisional meetings. These meetings are an important opportunity to network and keep up-to-date on 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 his/her staff. The schedule for the divisional meetings is at:

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

Faculty Council

Faculty Council, which represents the entire faculty, has a key role in ensuring faculty collaboration and takes responsibility for assuring that the work of the School's committees 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 and executive vice dean as ex-officio members. Dr. Amita Avadhani is currently chair, her tenure began in September 2021 and will extend to August 2023.

The Faculty Council meets on the 2nd Monday of the month in Ackerson Hall (usually room 341, but check the calendar for updates: <http://nursing.rutgers.edu/central/meetings.html>). Meetings are currently (during the COVID pandemic) remote. Contact the chair if you are interested in attending.

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/2019/10/Faculty-Bylaws-School-of-Nursing.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>

You'll find that discussion regarding major issues takes place in committees; however, all votes at the committee-level are considered recommendations, not decisions. Committee recommendations are then put on the full Faculty Meeting agenda for discussion, voting and 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. However, this will 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, you need not say anything. At the meeting, you would then approve the consent agenda when it comes to a vote.
- However, if you feel that any item on the consent agenda should be discussed further, then you should say so when the Dean, at the beginning of the Faculty Meeting, asks voting members if anyone wishes to remove any item under the consent portion of the agenda.

Faculty & Staff Central Website

Faculty and Staff Central Website contains a number of helpful links, including links to all of the department in the School of Nursing, the academic meeting schedule, information on how to reserve a room, links to our learning management systems, links to the Rutgers and RBHS libraries, academic support for faculty, the syllabi uploader and more. Take ten minutes to tour this important resource.

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

You can also get to "Faculty & Staff Central" from the home page on our website (<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 found at Canvas (<https://canvas.rutgers.edu/>). If you don't see 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 nine Faculty Governance sites, the earliest is called “Faculty Governance, 2014-Spring Semester”, and the current sites are called “Faculty Governance, Academic Year 2020-2021” and “Faculty Governance, Academic Year 2021-2022”.

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.

You 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: Thanks to the COVID-19 pandemic, we have recently enhanced our support for teaching remotely, including the addition of a Canvas shell (at <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 and how to use Proctortrack
- If you were not enrolled, please contact Mariely Rosario at mr1535@sn.rutgers.edu and she will enroll you.

ExamSoft: ExamSoft — which can be used to create, administer and score exams—is integrated with Canvas so that 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 want to use Proctortrack, introduce it to you students at least several days in advance so that 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

Starting fall 2021, the School of Nursing will start using President Holloway's standard syllabus template — which includes space to present weekly objectives and activities — with some minor adaptations. Those adaptations are as follows:

- The new syllabus template for each course will be provided by Thomas DiStefano 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 that you are assigned to teach (don't just go by the name). Go to Part A: Master's and DNP – or – Undergraduate. Ask any other faculty for the shared username/password to this section or ask Thomas DiStefano (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. <https://nursing.rutgers.edu/syllabus-info/>

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

For the Advanced Nursing Practice Division and the Entry to Baccalaureate Practice Division, the new syllabus template replaces what was formerly referred to as "Syllabus Part A" and "Syllabus Part B". In case you hear faculty talk about "Part A" or "Part B" here's a quick summary of what they are referring to:

- **Part A** used to include: course description, course objectives, grading policy, satisfactory grades and progression, grading criteria, and disabilities statement. Part A of the syllabus was the content that was developed and approved by faculty and cannot be changed. Therefore, Part A was available as an uneditable PDF document.
- **Part B:** The instructor in charge of the course was responsible for filling in the syllabus Part B template in line with the course description and objectives listed in Part A. Part B traditionally included: methods of instruction, class content, final grade calculation, required texts, course schedule, course assignments, and office hours.

If you have any questions, contact Thomas P. DiStefano (for issues accessing your syllabus) or Jeannette Manchester (if you want help with completing your syllabus).

Courses in the Nursing Science Division have always had just one syllabus (no Part A, Part B).

A word about syllabi: The course syllabus is, in effect, a contract between you, as faculty and your students. The syllabus should be updated each semester. Needless to say, it must be clear and precise: instead of stating that course participation is expected, define exactly what you mean by “participation” in your class, and give examples if needed.

It is a good idea to include a statement at the end of your syllabus that makes it clear that 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) that there is a new, updated syllabus and directing them to the new syllabus and outlining what has been updated.

One of the most common reasons for grade appeals is an inconsistency between how an instructor grades an assignment/exam and what is stated in the syllabus and grading rubric. Your grading policy should also address how late assignments will be graded. It is important that you communicate grading policies clearly (in your syllabus) and that you 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 in your syllabi your expectations around testing, 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 about grade grievance and syllabi is in the presentation attached as Appendix 3.

Syllabus Uploader

Accreditation criteria require that all syllabi be archived. You will need to upload your 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 you can go directly to the Syllabus Uploader using the following hyperlink:
<https://rutgersnursing.wufoo.com/forms/srz7dui0isvz2w/> .

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<https://rutgersnursing.wufoo.com/forms/srz7dui0iszv2w/>.

Faculty Performance Evaluation

Whether you are affiliated with the AAUP-BHSNJ or AAUP-AFT union, you still go through a self-evaluation or performance evaluation process. The self-evaluation/performance evaluation process is an ideal time to discuss your goals with your division associate dean and take stock on the year that has passed. Typically, the process is further described below.

AAUP-BHSNJ faculty

Sometime in April or very early May the performance evaluation forms are approved and made available to faculty and administrators.

In April/May: Each member of faculty will need to complete the Faculty Performance Evaluation form.

In addition to the completed form you will also need to 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).

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

In May, June or early July you will meet with your division associate dean to discuss your performance evaluation.

From July to March: The performance process shouldn't just be seen as a one-off event. Based on the number and range of documents that you have to submit, it's not a bad idea to create an electronic folder on your computer so that you have a place to save these bits and pieces as they come up.

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 flu vaccine documentation in the fall and your nursing license when it's renewed.

AAUP-AFT

AAUP-AFT faculty follow the same process as described for AAUP-BHSNJ faculty excepting that the process is referred to as a self-evaluation and the forms as a "Self-Evaluation Form". The process is a bit later in the year with meetings set up in September rather than early summer.

Non-aligned faculty

Faculty who are not in a union (primarily administrative faculty, such as the associate deans, executive vice dean and dean) track their goals on the on-line performance management process and tool. 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

Will I get a pay increase out of this? Besides the completion of an annual performance appraisal, this process may also have a merit-based salary component during years where funding is available, and where applicable, in accordance with union contracts.

Peer Review of Teaching

During the summer of 2019, the University President asked all schools to move forward with a systematic plan to implement peer evaluation of teaching. The School of Nursing will pilot test a peer evaluation process during the 2021/22 academic year; for now, the peer review of teaching requirement pertains to didactic courses only (not online, lab or clinical). 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 is supportive and formative and will be conducted in collaboration with the faculty who will be evaluated. 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 time.
- 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 then continue with areas for improvement.
- Follow up: During the follow-up, a one-page summary letter will be shared with faculty. The letter should include a summary of the discussion during the post-observation meeting, as well as resources to support improvement; teaching innovations and best practices should also be noted.

The Observation tool includes questions that cover 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. It will be made available to faculty when it is completed.

The peer review process will be separate from the Associate Dean's annual performance review/faculty self-evaluation, discussed below. Faculty members may voluntarily choose to include the formative peer reviews they receive in their teaching portfolios for annual review, reappointment, promotion, and/or tenure. New faculty will be prioritized to pilot the new peer review process.

Getting Ready for Reappointment and Promotion

When you are up for a promotion or for reappointment (at the end of your contract as per your letter of hire) you will need to present your case for promotion or reappointment to the Committee on Appointment, Reappointment, Promotion and Tenure. The decision made by the Committee on Appointment, Reappointment, Promotion and Tenure is then forwarded to the Dean. The Dean provides her recommendation and then the packet is forwarded to review and approval by the RBHS provost and chancellor.

Not everyone is approved for promotion or reappointment by the Committee. The most common reason for not recommending promotion or reappointment is a lack of scholarly activity (i.e., not enough high-quality publications).

How do I get ready for reappointment or promotion? If, on an on-going basis, you're preparing for your annual performance review, then you are also preparing for your promotion and/or reappointment (see section above). Make sure you are keeping your CV up-to-date on an ongoing basis. 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 till the end of the year, you'll regret it.

The Short Form: The Short Form provides guidance to non-tenure track faculty — from the rank of instructor and lecturer up to Assistant Professor — on 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. The form is available at the Office of Academic Labor Relations website (<https://academiclaborrelations.rutgers.edu/>):
- The AAUP-Aft Short Form can be found at: <https://academiclaborrelations.rutgers.edu/non-tenure-track-faculty-non-libraries>
- The AAUP-BHSNJ Short Form can be found at: <https://facultyaffairs.rbhs.rutgers.edu/appointments-promotions/academic-promotions-for-non-tenure-track-faculty-19-20/>
- Faculty not in a union should use the form for the union they would return to should they give up their non-union role.

The short form is completed by the chair of the CAPT or the First-level Review. However, faculty might want to complete the form as a self-assessment and submit a draft to their CAPT or First-level Review to guide the process and to assist the committee.

The form along with the faculty reappointment or promotion packet is reviewed at three levels: 1) the Short Form is reviewed (and comments recorded on the Short Form) by First-level Review or CAPT; 2) the chair (Division Dean) then states whether or not he/she agrees with the First-level/CAPT review; 3) finally, the Dean signs the form with her final recommendation.

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

The process is initiated by Ms. 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

Toolkit: Faculty Council developed a non-tenure track reappointment and promotion online toolkit, the goals of which are to:

- Function as a standard place for ideas and support for preparation of reappointment and promotion dossiers for non-tenure track faculty
- Create a repository for all needed documents
- Support the organization and submission of documents, and in turn, increase success in reappointment and promotion contracts for non-tenure track faculty.

The toolkit is available at:

- <http://sn.rutgers.edu/central/secure/reappointment/index.html>
- Or, if that doesn't work, then go to <http://nursing.rutgers.edu/faculty/index.html> and then click on "Faculty Evaluation" "Reappointment & Promotion"
- Log in: Ask any other faculty for the shared username/password to this section or ask Thomas DiStefano (disteftp@sn.rutgers.edu).

Faculty Survey (CV Development and Updating)

Faculty Survey is a Rutgers online program that can help you maintain your CV. You may create a Faculty Survey account, and use that account to routinely add to your CV and then to create your 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 at <http://oirapapps.rutgers.edu/facsurv/About.html>.

Faculty and Staff Resources Department

You’ve probably already met, or at least talked with or e-mailed, staff from the Faculty and Staff Resources Department. The staff in this department take care of the School of Nursing’s human resources activities, under the policies promulgated by the University Human Resources (UHR) Department. 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, re-appointment and promotion process for all faculty. They will contact you 6-12 months before your contract ends if your contract will not be renewed and if your contract is up for renewal, they will contact you 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 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 have to complete to be reimbursed. You may have to complete an ethics form and will also be asked to upload the meeting brochure or agenda (if you are attending a meeting), so start those well before you leave. For more information please see the Travel Information section on the school’s website:

<http://nursing.rutgers.edu/finance/forms.html>. Please note, if you travel in any class other than coach, you will need to pay the difference.

Upon your return, be sure to file for your reimbursement within 60 days, but the sooner the better. For more information on filing for reimbursement, see your division staff administrator. We recommend that you file for direct deposit, 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

Please note that due to COVID-19 most travel has, for now, been suspended. Once travel is resumed, the following policies will again come into effect.

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; you cannot approve your own travel, it must be approved by a manager. Travel pre-approval forms are found in your Rutgers portal (<https://my.rutgers.edu>). Once you have logged in:

- Click on the “Welcome” tab
- In the left navigation, click on the “University-wide Toolbox”
- Click on “Accounts Payable & Travel Forms”

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
- Go to the top right corner and click on Login
- Click on “Attendance at Event” in the left navigation

Before booking travel, know your payment options for travel expenses. You can pay your travel expenses with personal funds then complete an expense report for reimbursement upon your return. However, if the travel was not pre-approved, you will not be reimbursed. Other payment options include:

- Submitting a check request to cover conference fees and hotel reservations; you will need to submit your request at least a month in advance of travel
- Using Rutgers-approved vendors to purchase your airplane or rail tickets and accommodation. The Rutgers-approved vendor will need to see your signed TA form with airfare and hotel estimates and an “Attendance At Event” form. These forms are signed by both your manager and someone in the Finance Department.

See <https://procurementservices.rutgers.edu/travel/booking-travel#ExpenseReport> for more information on these options.

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

Class List, Submitting Final Grades & Advisee Transcripts — BANNER

You 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

Faculty who are using SRDB can use <https://sims.rutgers.edu/rosters/> to access class lists and submit grades. If you would like to view an advisee's transcript you 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

The 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 e-mail address

When you correspond with students ensure that you do so using your sn.rutgers.edu e-mail address. Do not use your personal e-mail 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. These correspondences are backed up, archived and are covered under the University's security policies and procedures. These 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 that 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 your Rutgers e-mail on your personal phone

Even if you are traveling, it is still better to correspond with students and colleagues using your Rutgers account than your personal 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 your e-mail on your phone, it is important to know that you will need to download an App called "Company Portal". Company Portal helps to keep your e-mail safe and secure. But in doing that, 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 giving 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. You may use this for personal mail, if you'd like, but do not use it for professional correspondences —is 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 you've probably gathered from the discussions above, it is important that all student issues and potential student issues are documented. Correspondences using your Rutgers e-mail address are considered documentation, that is, 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 issues 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.
- Midterm warnings: Because there have been reports of students who said that they did not get their midterm warnings, we are now sending midterm warnings by certified mail and e-mail.

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 major research interests.

If your entry needs to be updated, or if you'd like to add your research interests, contact Thomas DiStefano.

Facilities

If you have a question about a room or classroom — or need to reserve a classroom or change a classroom reservation — contact Shamina Allen, Facilities and IT Services' Department Administrator, at sma264@sn.rutgers.edu (973 972 9742).

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. You'll need your NetID.

Parking and Shuttle

Parking

Parking is difficult on both the Newark and New Brunswick School of Nursing campuses. Most people purchase parking permits; if you don't, you'll end up spending a lot of time searching for street parking. Information on 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: regular, guaranteed and reserved. If you have a regular parking permit, you are not allowed to park in the guaranteed or reserved spots. And if you have a regular permit, you may have to walk a few or several blocks to work, particularly if you arrive after 9:00 or 9:30 during the academic year.

Shuttle

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>

NetID

One of the first things that will be assigned to you 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 have your Net ID, you can then start the process of obtaining your ID Card. You will need an ID Card to get into most, if not all, university buildings and to access the university shuttle as well as other university functions, services and activities. More about the ID card is at: <http://iam-ipo.rutgers.edu/annouce.php>.

As the first step to obtaining your ID Card, you will need to submit a photo online. You will then receive your ID card at New Employee Orientation. See <http://iam-ipo.rutgers.edu/photosub.php> for more information. As of spring 2021, the ID Offices were all closed and all IDs issued via mail.

My.rutgers.edu and viewing your paycheck

Log into my.rutgers.edu using your NetID and password. Take a tour, 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

No need to pay full cost 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 during week 7 or 8 of the 15-week fall and spring terms), faculty are required to submit midterm warnings to any student 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 that student understands why he/she has 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 lower will be placed on academic probation. If the student earns a C grade, he/she must repeat the course and earn a grade of B or higher. Similarly, PhD students are permitted no more than two grades of a C+ or lower.

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) 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

Where remediation is required—when students are failing or about to fail—the remediation process should be formal and it should be documented. Remediation should be timely, documented via e-mail with return receipt (top right corner: options: delivery receipt). A 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.

Jane Ferrick, OAS Director
jaf449@sn.rutgers.edu
New Brunswick
110 Paterson, Room 329
(848) 932-0424

Writing Centers

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. Phone: (973) 353-5847; email: nwc@andromeda.rutgers.edu

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

The RBHS Writing Center **used to** provide writing tutoring to our Advanced Nursing Practice students. However, that contract has sunset. Administration is currently reaching out to other writing resources for these graduate students.

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

The Graduate Writing Program serves graduate students across the Rutgers community. 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. Courses typically consist of eight class meetings and two one-on-one conferences. While GWP courses appear on students’ transcripts, they are free, carry zero credits and are graded 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.

Classes begin during the second week of the semester. Seating is limited. Register early to reserve a spot in one of our upcoming courses! For questions, please contact Mark DiGiacomo at mark.digiacomo@rutgers.edu.

Rutgers Writing Program
Murray Hall, Room 108

510 George Street
New Brunswick, NJ 08901
TEL (848) 932-7570
EMAIL wp@rutgers.edu

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 he/she has 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>

You should 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).
<http://nursing.rutgers.edu/policies/index.html>
- **The Anesthesia Program policies can be found at:** <https://nursing.rutgers.edu/anesthesia-policies/>
- **Rutgers University Student Code of Conduct**
<http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/>
- **Rutgers University Academic Integrity Policy**
<http://academicintegrity.rutgers.edu/>
- **Health Insurance Portability and Accountability Act (HIPAA) Policy**
<https://www.hhs.gov/hipaa/for-professionals/index.html>
- **Rutgers School of Nursing Civility/Incivility**, including an incivility report form
<https://nursing.rutgers.edu/students/conduct/civility-incivility/>

Student violations of any of the above policies, but specifically academic integrity, need to 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 that you think may escalate to the point of a safety issue, you should contact public safety immediately. You can reach University Public Safety by obtaining an outside line and then dialing 9-1-1.

Student Services

The Division of 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 issues. 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 & 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 him/her to discuss the matter first with that member of faculty. 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. And, 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. See: <https://uec.rutgers.edu/programs/ferpa-student-privacy/> for more information on FERPA.

Students with Disabilities

It is the student's responsibility (not the instructor's) to provide documentation of a disability and inform you of a documented disability with a description of the required accommodation. Should a student enquire about accommodation, refer him/her to the Office of Disability Services:

<p><u>Rutgers Biomedical and Health Sciences</u> Cindy Poore-Pariseau, Ph.D. Director, Disability Services 65 Bergen Street, Suite 1441 Newark, NJ 07107 Phone: 973.972.5396 Fax: 973.972.5320 E-mail: cindy.poorepariseau@rutgers.edu</p>	<p><u>Rutgers University, Newark</u> Allen Sheffield, 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: ODS@newark.rutgers.edu</p>
<p><u>New Brunswick</u> Brian Maher, Coordinator Lucy Stone Hall, Suite A145 Livingston Campus 54 Joyce Kilmer Ave. Piscataway, NJ 08854</p>	

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.

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 up and don't encourage him 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 in a position to triage, then ask "Are you thinking about killing yourself?" You won't trigger suicidal thinking just by asking about it.²

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.

- Missing classes or irregular attendance
- Significant change in behavior
- Comments that are inappropriate or irrelevant to class discussion
- Unable to control emotions
- Poor hygiene
- Appears intoxicated or smells of alcohol
- Appears high or smells of marijuana
- Appears tired or is constantly falling asleep in class
- Very anxious
- Concerning writing or art
- Extreme change in weight
- Extreme change in appearance
- Unusual bruising or other injuries
- Interrupting class discussions
- Interfering with other students' ability to learn
- Making threats or threatening behavior
- Talking or writing about suicide

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) or stop by the counseling office, which is located at 17 Senior Street in 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

² Murphy, H. (2018 June 7). What to Do When a Loved One Is Severely Depressed. *New York Times*. Retrieved from https://www.nytimes.com/2018/06/07/health/depression-suicide-helping.html?emc=edit_nn_20180610&nl=morning-briefing&nid=474048420180610&te=1

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 the RBHS campuses (Newark)

- **Rutgers UBHC—The Student Wellness Program**, 973-972-5429; located at the Behavioral Health Science Building (BHSB),183 South Orange Avenue, B level - Crisis Services.
<http://ubhc.rutgers.edu/swp/index.html>
- **Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS)**: 973-353-1236 (ask for the on-call counselor). CAPS is equipped to handle crisis situations on short notice. 249 University Avenue, Blumenthal Hall, Room 101, Newark, NJ.
- **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 are 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
 - 1-800-969-5300

Blackwood

- **Awaiting content from Blackwood.**

Statewide and national services

- New Jersey Hopeline: 1-855-NJ-HOPELINE (654-6735)
- Call the National Suicide Prevention Lifeline at 1-800-273-8255 (TALK).
- You can find a list of additional resources at <https://www.speakingofsuicide.com/resources>.

Commencement and Convocation

Although the School of Nursing graduates students three times a year—after fall, spring and summer terms—commencement and convocation are conducted only once a year. Commencement ceremonies take place in New Brunswick; the School of Nursing graduate and undergraduate 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 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 (NJPAC, <http://www.njpac.org/>) in Newark. Each graduate is honored individually at the convocation and those receiving a DNP or PhD are hooded.

The 2020 and 2021 convocations took place virtually, but an in-person graduation has been scheduled for October 25, 2021 at 10AM (<https://nursing.rutgers.edu/students/graduation/>).

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 within 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 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 an employee of Rutgers, 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, you will need to create an account to access the discounts. 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) and
- 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 (Bergen Building)

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

- 11th 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.
- 10th 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 12th Avenue).

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

- The food trucks: there are three or four food trucks at/near the intersection of 12th 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 12th 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 (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 (this list was compiled pre-COVID pandemic, so there may be changes):

- 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, 2nd 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. See <https://www.newark.rutgers.edu/where-eat> for an extensive listing.

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

However, there are many restaurants in New Brunswick, see https://www.newbrunswick.com/pub/listing/restaurants_amp_eateries for a detailed listing.

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" on pages 12-16). 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
Technology-related tasks/activities		
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		
Practical tasks/activities		
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)		
On the Internet		
Visited my.rutgers.edu to: Take a tour and then visit "Employee Self Service" tab to: <ul style="list-style-type: none"> • Fill in a "Direct Deposit" form • "View W-2" • Check your "Personal Information" • Verify your "Emergency Contracts" • Looked at "View Paycheck" 		
Submitted/verified your professional details on faculty web page and directory		
Downloaded shuttle schedule at http://rudots.rutgers.edu/nwktransport.shtml and http://rudots.rutgers.edu/campusbuses.shtml NextBus (http://www.nextbus.com/#!/rutgers/) and the Next Bus App for your cell phone		

Reviewed school policies on: <ul style="list-style-type: none"> • Syllabus, student grading grievance policy • Annual reviews/promotion & tenure 		
Checked out Faculty Survey at https://oirap.rutgers.edu/Facsurv/		
Completed FERPA training		
Completed IRB/CITI training		
Completed Rutgers University Code of Ethics training(s)		
Reached out to Virginia Allread to ensure that your name has been added to the the “Faculty Governance” Canvas site (so that you have access to minutes of past meetings)		
Getting to know the job		
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		
Academic tasks/activities		
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>

Appendix 2: Mentorship Program Tool Kit

Double click on the image below to see the full 23-page tool kit.

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



RUTGERS
School of Nursing

Mentorship Program Tool Kit*

*Adapted from NJ Organization of Nurse Executives (ONE) Mentoring Tool Kit. NJ ONE Mentoring Toolkit is copyrighted (2014) by the Organization of Nurse Executives, New Jersey. Authorization to duplicate and personalize items for internal agency and personal use is granted by the ONE NJ.

Appendix 3: Grade Appeals, Presentation by Dr. Johansen

Double click on the image below to see the full presentation.

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

5/18/2018

