Faculty Handbook

June 3, 2025

Table of Contents

Handbook Purpose

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

We have included a Faculty Orientation Checklist as Appendix 1, which summarizes the key "To Do" activities mentioned in this Handbook. This Handbook is maintained by the office of the Dean. Any feedback should be directed to Dr. Angela Starkweather (angela.starkweather@rutgers.edu) and Virginia Allread (allreavi@sn.rutgers.edu).

Welcome From the Dean

On behalf of the Rutgers School of Nursing, we welcome you. You have joined one of the largest and most comprehensive nursing education programs in New Jersey. The School of Nursing includes more than 100 full-time faculty, 85 staff, and 1,675 students (approximately 69% are undergraduate and 31% are graduate students), with campus locations in Newark, New Brunswick, and Blackwood, New Jersey. According to *U.S. News & World Report*'s 2024 Best Nursing Schools Rankings, our undergraduate program is ranked in the top 6% of bachelor's programs in the United States (#1 in New Jersey) and our Doctor of Nursing Practice (DNP) and Master of Science in Nursing (MSN) programs are ranked #4 and #17, respectively. Furthermore, we celebrate Rutgers School of Nursing as one of the most diverse nursing schools in the country, adding a rich context to our community of scholars. The foundational strength of our institution relies on the knowledge, skills, and experience of our faculty, which they are excited to share with you during your educational journey. We are honored that you have chosen Rutgers School of Nursing and look forward to engaging with you throughout the program and your professional career.

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

Welcome!

Angela Starkweather, PhD, ACNP-BC, FAANP, FAAN
Dean and Professor

Part I: Overview of Rutgers, the School, & the Academic Divisions

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 69,000 students from all 50 states and more than 135 countries. Rutgers-Newark is consistently selected "Most Diverse National University" by U.S. News & World Report: America's Best Colleges. Rutgers University has the threefold mission of 1) providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs; 2) conducting the cutting-edge research that contributes to the medical, environmental, social and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and 3) performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Rutgers University includes 4 campuses: Rutgers – New Brunswick, Rutgers – Camden, Rutgers – Newark, and Rutgers Health. Rutgers Health, 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

Rutgers School of Nursing Campus locations.

largest behavioral health care network, Rutgers University Behavioral Health Care (RUBHC). Housed within Rutgers Health, the School of Nursing is, and our leadership are, committed to the overarching mission to provide service, research, and education locally and globally.
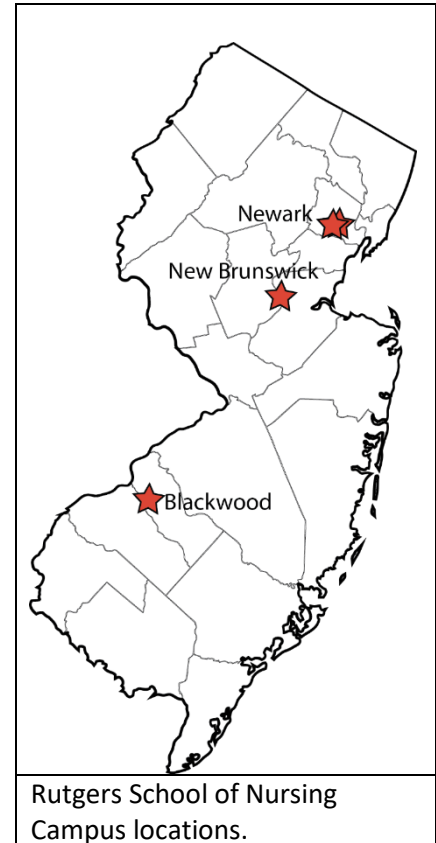
Establishment of the School of Nursing

For historical reference, on July 1, 2013, the New Jersey Medical and Health Sciences Education Restructuring Act went into effect, leading to changes for higher education and health sciences education across the state. This legislation integrated Rutgers with all units of the University of Medicine and Dentistry of New Jersey (UMDNJ) except University Hospital in Newark and the School of Osteopathic Medicine in Stratford. As part of that restructuring, on July 1, 2014, Rutgers College of Nursing and the School of Nursing at the University of Medicine and Dentistry of New Jersey were unified and renamed Rutgers School of Nursing.

Mission, Vision, and Signature Areas

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

Mission and Vision

Mission: Leading the advancement of nursing science, nursing education, health equity for diverse populations, and the translation of science into quality clinical and population-based healthcare.

Vision: Rutgers School of Nursing is a global leader in nursing education, research, and scholarship and an innovator in advancing healthcare that contributes to improved quality of life, health outcomes, and health equity for all individuals, communities, and populations. We are recognized for our holistic approach to equitable, person-centered, and community-involved healthcare.

Values: Our values are described by the acronym "SCARLET":

- Service – Commitment to helping others and making a difference.
- Collaboration – Working together to achieve shared goals.
- Accountability – Taking responsibility for actions and outcomes.
- Resilience – Overcoming challenges with determination and adaptability.
- Leadership – Inspiring and guiding others with integrity.
- Excellence – Striving for the highest standards in all endeavors.
- Transparency – Fostering trust through honesty and openness.

Philosophy: The School's philosophy starts with the following introduction: The faculty has a set of beliefs regarding the metaparadigm concepts of the discipline: nursing, humans, the environment, health, as well as education. These beliefs, as well as those regarding education and care quality, provide the foundation for the organizing framework for the Rutgers School of Nursing undergraduate and graduate curricula and underpin our graduates' reputation as resilient, skilled practitioners and researchers who contribute to high-quality, safe, equitable, holistic and person-centered care. This philosophy is consistent with our mission and vision statement. The full School philosophy appears on our website.

Strategic Plan Goals

Strategic Plan: Our Strategic Plan is in line with that of Rutgers Health and the University, and includes key goals in the following areas:

- Recruit, retain, and develop a diverse community
- Promote inclusive scholarship and teaching
- Define sustainable and substantive community engagement
- Build the capacity of leaders to create inclusive climates
- Develop an institutional infrastructure to drive change.

An Executive Summary of the plan as well as a link to the School's Strategic Plan with activities, lead personnel, and timelines is posted on our [website](#).

School of Nursing Strategic Plan

In early 2024, the School of Nursing completed its [2023-2028 Strategic Plan](#). This plan was guided by "unifying themes" and "mission-based goals and objectives" outlined in the [Rutgers Health Strategic Plan.](#) The School of Nursing's Strategic Plan, includes priority activities, persons responsible, action steps, timeline and outcome indicators. The key areas in both the School's and Rutgers Health's Strategic Plans are:

Unifying Themes:
- U1 People and Workforce
- U2 Inclusive, Respectful, and Accountable Culture
- U3 Team-Based Approaches
- U4 Enabling Systems and Structures
- U5 Connections and Identity

Mission-Based Themes
- M1 Clinical Care
- M2 Education and Training
- M3 Research and Innovation
- M4 Community Engagement

The Strategic Plan is being updated, and key themes for the new plan were identified during faculty and staff retreats, the first of which occurred in October 2024 and the second in February 2025. The discussion will continue in the 2025/26 academic year.

Diversity & Inclusion

Rutgers School of Nursing is committed to creating and cultivating an environment that is not only diverse and equitable but also actively works against racism and bias in our institutional practices, classrooms, curriculum, and daily interactions. In other words, diversity, equity, and inclusion (DEI) are valued

principles that manifest themselves from the inside out and from the top down. More about our commitment to ensuring a diverse and equitable workplace and place of study can be found [here](#). Furthermore, any member of the School community may report a racist or biased incident using the online [Racism and Bias Reporting Form](#).

Administrative and Academic Deans Offices

Deans' Offices

Office of the Dean: Angela Starkweather, PhD, ACNP-BC, FAANP, FAAN is Dean and Professor of Rutgers School of Nursing. The dean is the School of Nursing's chief academic and administrative officer. She is responsible for the stewardship of the school and the implementation of its policies. The dean spearheads all strategic planning matters related to the school's development and visibility. Dean Starkweather represents the school and university at a regional, national, and global level.

The Dean is supported by:
- Virginia Allread, MPH, Executive Assistant to the Dean, allreavi@sn.rutgers.edu
- Rosario Reyes-Urbina, MA, Senior Executive Assistant to the Dean, rosario.reyesurbina@rutgers.edu

In the Office of the Dean is the **Executive Director of Accreditation and Special Projects**: Susan W Salmond, EdD, RN, ANEF, FAAN, Professor. The Director of Accreditation and Special Projects provides leadership in nursing education, regulatory requirements and standards. Dr. Salmond reports directly to the Dean and works with stakeholders to guarantee program excellence and relevance. The Administrative Assistant for the Executive Director is:

- Daina Bungs, MPH, Project Manager, dbungs@sn.rutgers.edu

Also in the Office of the Dean is the **Associate Dean of Faculty Affairs and Development**, Dr. Wendy Budin, PhD, RN-BC, FAAN, Professor, and the **Associate Dean of Clinical Affairs**, Tracy R. Vitale, DNP, RNC-OB, C-EFM, NE-BC, CNE, Associate Professor. The Associate Dean of Faculty Affairs and Development is responsible for supporting faculty in mentorship and guidance throughout the promotion process, as well as enhancing development of the integrated faculty life in fulfilling excellence in teaching, scholarship and research, service, and clinical practice. The Associate Dean of Clinical Affairs is responsible for the school's academic practice partnerships, coordination of our existing and new clinical partnerships and contracts, as well as facilitating the coordination of DNP projects, faculty practice, and observance of clinical regulations.

Office of Administration and Student Affairs: Kyle D. Warren, PhD, MA Ed is Senior Vice Dean, — Administration and Student Affairs. The Senior Vice Dean is responsible for the direction, management, and effectiveness of all administrative and student affairs operations within the school and its four campus locations. The units directly reporting to the Senior Vice Dean include finance, faculty and staff resources,

marketing and communications, information technology services, facilities, academic support services and educational opportunity fund, student affairs operations (new student recruitment, admissions, registrar, student clinical affairs), and student engagement (new student orientation, student advisement, student programming). Dr. Warren reports directly to the dean of the school and serves as the chief operating officer and dean of students.

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

- Liezza M. Roldan, lsalgado@sn.rutgers/.edu

Academic Divisions

The School of Nursing includes four academic divisions, each led by an Associate Dean.

Entry to Baccalaureate Practice

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

- **Traditional 4-Year Baccalaureate Program** is a post-high school 4-year program. Admissions take place once/year in the Fall semester on our Newark and New Brunswick campuses. Students enter as freshman or transfer into the nursing program from other Rutgers schools in the summer prior to the start of their sophomore year.
- **2+2 BS in Nursing Program is** offered in Blackwood, NJ (about 15 miles south and east of Philadelphia). After completing a 2-year pre-nursing track at Camden County College or another community/county college (associate of science degree/60 undergraduate pre-requisite credits), students can apply to Rutgers to complete their final two years to earn a Baccalaureate Degree in Nursing on our Blackwood Campus at Camden County College. Blackwood campus students are admitted as transfers in the summer prior to the start of their junior year. All services and supports available to students in our Traditional 4-Year program are part of the Blackwood experience.
- **Second-Degree Baccalaureate Program** is offered on our Newark campus and is for students who have already earned a Baccalaureate degree or higher in another field. This 63-credit program is available as a full-time, accelerated 4-semester program.
- **RN to BS in Nursing Program** is designed for students who have successfully completed an accredited registered nurse program. Although 121 credits are required to earn a degree, as many as 91 may be transferred from previous institutions. The RN to BS in Nursing Program builds upon previous learning and prepares nurses for a higher level of nursing practice by developing stronger clinical reasoning and analytical skills. Students also develop a better understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery.

Administrative Team:
- Nadine Aktan, PhD, FNP-BC, Associate Dean
- Shelby Pitts, DNP, RN, WHNP-BC, Assistant Dean (Newark/NB)

- Amy Sweeney, EdD, MSN, RN, CNE, CHSE, Assistant Dean (Blackwood)

Baccalaureate Program Directors:
- Traditional 4-Year Program, New Brunswick: Barbara Sinacori, PhD, RN, CNRN, CNE, Assistant Professor
- Traditional 4-Year Program, Newark: Joset Brown, EdD, MSN, RN, Associate Professor
- Second Degree Program: Joset Brown, EdD, MSN, RN, Associate Professor
- RN to BS in Nursing: Shelby Pitts, DNP, RN, WHNP-BC, Assistant Professor
- Academic and Clinical Administration: Yana Bolshem, DNP, MBA, RN

Key Support Staff:
- Miriam Mendez, Program Support Specialist
- Denise Santangelo, Senior Administrative Assistant
- Ginny Gazzale, BS, Program Assistant
- Zondra Smith, Administrative Assistant (Blackwood Campus)

See the faculty and staff directory for contact information and profiles. For more information about the Entry to Baccalaureate Practice, see the division's website.

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's and doctorate degrees as well as post-master's certificates. Courses are a mix of in-person, online, and hybrid, and most programs are offered full- or part-time. In-person classes are held in one of our Newark campus buildings.

There are four programs in the Division of Advanced Nursing Practice:

- **Master of Science in Nursing:** The School of Nursing offers MSN degrees in the following programs of study: Nurse-Midwifery, Nursing Informatics, and Leadership.
- **Post-Master's Certificate Programs:** The School of Nursing offers Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Family Nurse Practitioner in Emergency Care, Nursing Informatics, Nurse Midwifery, Pediatric Primary Care Nurse Practitioner, and Pediatric Acute Care Nurse Practitioner Post-Master's Certificate Programs.

- **Post-Baccalaureate DNP Programs:** The School of Nursing offers Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Family Nurse Practitioner in Emergency Care, Pediatric Primary Care Nurse Practitioner, Dual Pediatric Primary/Acute Care Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner, Nurse Anesthesia, Nursing Leadership, Women's Health Nurse Practitioner, Nurse Midwifery, and Dual Women's Health/Nurse Midwifery BS to DNP Programs.
- **Post-Master's DNP Programs:** The School of Nursing offers two programs: a Practice (Weekend Model) and Leadership Program.

Administrative Team:
- Persephone Vargas, DNP, APN, ANP-BC, FNP-BC, Associate Dean
- Dani Scarmozzino, BS-BA, MS-HEA, Manager, Academic Administration

Specialty/Program Directors
- Adult Gerontology Acute Care Nurse Practitioner: Linda Herrmann, PhD, AGACNP-BC, GNP-BC, ACHPN, FAANP
- Adult Gerontology Primary Care Nurse Practitioner: Persephone Vargas, DNP, APN, FNP-BC
- DNP Project/DNP Project Courses: Tracy Vitale, DNP, RNC-OB
- Family Nurse Practitioner/Primary Care: Karen (Casey) Schill, DNP, APN, FNPBC, ENP-C, CEN and Persephone Vargas, DNP, APN, FNP-BC
- Family Nurse Practitioner/Emergency Care: Karen (Casey) Schill, DNP, APN, FNPBC, ENP-C, CEN
- Nurse Anesthesia: Thomas Pallaria, DNP, APN/CRNA
- Nurse-Midwifery and Dual Women's Health/Nurse-Midwifery: Julie Blumenfeld, DNP, CNM, FACNM, FAAN
- Nursing Informatics: Suzan Ahmad, PhD, MSN, RN, ACHIP
- Nursing Leadership (MS and DNP): Laura Mularz, DNP, APN
- Pediatric Primary Care and Dual Primary/Acute Care Nurse Practitioner: Margaret Quinn, DNP, RN, CPNP, CNE
- Post Masters Practice (Executive Model): Laura Mularz, DNP, APN
- Psychiatric and Mental Health Nurse Practitioner: Mamilda Robinson, DNP, APN, PMHNP-BC

Key Support Staff:
- Alicia Boone, BS-BM, Graduate Clinical Coordinator
- Giselle Silvagnoli, BS-BA, Sr. Support Coordinator

See the faculty and staff directory for contact information and profiles. For more information about Advanced Nursing Practice, see the division's webpage.

Simulation and Clinical Learning
The Division of Simulation and Clinical Learning 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. Team members are available six days/week in four buildings on three campuses:

- Newark: Ackerson Hall, 180 University Avenue; Stanley S. Bergen Building, 65 Bergen Street.
- New Brunswick: 120 Albany Street, Tower 2, Third and Fourth Floors.
- Blackwood: Jefferson Hall, Suite 114, 200 College Drive (Camden County College)

Administrative Team:
- Christine Repsha, PhD, RN, FNP-BC, CHSE, Associate Dean of Simulation and Clinical Learning
- Kathleen M. Horan, PhD, APRN, CNE, Interim Director of Advanced Practice Simulation
- Vanessa Vega, MBA, Project Manager

Key Support Staff:
- Nestor Paz, BA, NRP, Simulation Operations Specialist, 120 Albany Street
- Libni Reyes, BSBA, Simulation Operations Specialist, Ackerson Hall
- Marisa Merrigan Robertazzi, BFA, SP Educators & Simulation Operations Specialist, Bergen
- Traci Moore, AA, AAS, CHSOS, Simulation IT Specialist

Nursing Science

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

Part of the School of Graduate Studies, there are two pathways to the PhD in Nursing Program:
- **Post-Master's/DNP to PhD pathway:** This program is designed for individuals who already have either a DNP or MSN, or a master's in a related field and a BS in Nursing.
- **Post-BS to PhD pathway**: This pathway allows baccalaureate-prepared nurses to complete accelerated coursework for the MSN – Nursing Leadership program in the first year and progress into the PhD program in the second year.

Administrative Team:
- Charlotte Thomas-Hawkins, PhD, RN, FAAN, Associate Dean and Associate Professor
- Rula Btoush, PhD, RN, PhD Program Director and Associate Professor

Key Support Staff:
- Emily Dembosky, MS, MA, Department Administrator
- Mylka Benitez, BA, CIM, IRB Analyst/Manager

See the faculty and staff directory for contact information and profiles. For more information about the School of Nursing's PhD division, see the division's webpage.

You may or may not Teach where you are Based

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

Part II: Faculty Expectations & Support

Faculty Expectations

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

Scholarship and Research

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

If you are new to teaching and to scholarship, you might start by submitting a poster presentation in response to a call for abstracts associated with a conference, workshop, or large meeting. Seasoned faculty should be aspiring to give podium presentations as they become more established in addition to publishing in peer-reviewed journals.

Service

Service refers to both service to the school and university, as well as the profession.

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

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

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

While service is an important facet of the faculty role, less committee work is expected of first-year faculty who are typically acclimating to their teaching obligations and settling into their roles. At higher ranks, more committee leadership roles and mentorship are expected as the teaching load decreases.

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 been proven to enhance student learning and the University's reputation in the field of nursing. All Nurse Practitioner faculty are required to keep their licensure and certification current and ensure that their clinical skills and knowledge remain current. Undergraduate faculty, whether Nurse Practitioners or not, are also expected to maintain their clinical expertise and certifications as appropriate.

Attendance at Professional Conferences/Meetings

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

How do I get started to meet my scholarly goals?

New and established faculty may feel daunted by the scholarly expectations placed on them by the School and the University. If you're at a loss on how to get started, here are a few hints:

- Meet with your Associate Dean. One of the roles of the Associate Deans is to support faculty in their scholarly pursuits.
- Meet with Wendy Budin, PhD, RN-BC, FAAN who is the Associate Dean of Faculty Affairs. One of her roles is to support faculty research and scholarship.
- If you have a topic area that interests you, reach out to an established faculty member who is already publishing in that area. Perhaps they can use a co-author on an abstract or paper. If you don't know who might share your research interests, go to the School of Nursing website and search for your area of interest (e.g., "HIV," "breast cancer," or "cultural competence"). Or, peruse the School Directory, where most faculty have listed their research/scholarly interests.

Faculty Consulting

As a Rutgers employee, you are expected to work your full contractual hours throughout the work week at Rutgers. If you are using any of your time (compensated or not), including after business hours or on week-ends for another entity, you must complete the conflict of interest form.

CCNE Faculty Outcomes

Not only does your reappointment and tenure depend on your scholarship, research, service, and clinical practice, but the School of Nursing accreditation process also includes a review of how the school tracks faculty scholarly outcomes. The Commission on Collegiate Nursing Education (CCNE, the agency that accredits the Rutgers School of Nursing) allows us to define our own faculty outcomes, which we did as follows in the 2016 self-evaluation report (submitted in advance of our 2016 CCNE re-accreditation site visit) and are currently revising for the 2026 self-evaluation report. You'll notice that our CCNE faculty outcomes are *aggregate*, whereas those for promotion, reappointment, and tenure are *individual* goals.

CCNE Aggregate Expectations for Teaching
Course Evaluations

- 90% of course evaluation scores receive a mean student rating score for their course of 3.5 or higher.
- 50% of course evaluation scores receive a mean student rating of 4.25 or higher.

Faculty Evaluations

- 90% of the faculty receive an overall faculty mean rating score of 3.5 or higher.
- 50% of faculty receive an overall mean rating score of 4.25 or higher.

CCNE Aggregate Expectations for Research and Scholarship
Tenure Track (TT) Faculty

- During each three-year review period, 100% of TT faculty will submit as principal investigator or project director at least three internal or external grant applications supporting their scholarship appropriate to their rank.
- During each three-year review period, 100% of TT faculty will publish at least four data-based manuscripts in peer-reviewed journals, with at least two as first author, that build their program of research appropriate to their time in rank.

Non-Tenure Track (NTT) or Clinical Track Faculty

- During each three-year review period, 100% of NTT faculty will provide evidence of participation in the submission of grants or program documents reflecting curriculum advancement projects, innovations in pedagogy, traineeships, or grant opportunities.
- During each three-year review period, 100% of NTT faculty will provide evidence of at least two scholarly products, such as a published journal article, book chapter, clinical practice guideline, conference presentation, or continuing education program.

CCNE Aggregate Expectations for Service and Citizenship

- 100% of faculty will attend and actively participate in their respective committee assignments and attend divisional and all faculty meetings.
- 100% of faculty will accept invitations to serve on student committees, such as undergraduate honors projects, DNP projects, and PhD dissertations as chairperson and/or committee member.
- During each three-year review period, 100% of faculty will demonstrate service by serving on committees, panels, or commissions at various levels appropriate to rank, including the School, University, Community, State, or National Organizations.

CCNE Aggregate Expectations for Practice

- During each three-year review period, 100% of faculty will maintain appropriate certification and/or currency in their clinical area as agreed to by their respective Division Associate Dean.

2026 Faculty Outcomes

The School is currently working on the self-evaluation report for the 2026 CCNE reaccreditation site visit. In writing that report, it is very likely that the above aggregate faculty outcomes will change.

Center for Educational Innovation and Quality (CEIQ)

The Center for Educational Innovation and Quality at Rutgers School of Nursing (CEIQ) is a leader in promoting teaching and learning excellence, advancing the science of nursing education, nurturing collaborations in interprofessional education, and providing continuing education opportunities for healthcare professionals. The goals of CEIQ are listed on the website. CEIQ's comprehensive instructional design and technology support faculty, staff, and students. It is dedicated to enhancing teaching and learning across all course formats — online, hybrid, and in-person — by offering expert guidance in course planning, instructional strategies, and the effective use of educational technologies. Whether faculty are developing new courses, integrating tools like Canvas or Simple Syllabus, or seeking to improve student engagement, CEIQ is here to help. The center offers personalized consultations, training sessions, and resources that reflect best practices in pedagogy and instructional design. Through this support, CEIQ empowers educators to create inclusive, engaging, and high-quality learning experiences.

CEIQ also encompasses the **Center for Professional Development**, which delivers cutting-edge interprofessional continuing education opportunities tailored for registered and advanced practice nurses, nurse faculty, and other healthcare professionals. These programs are designed to meet the evolving demands of an increasingly complex, diverse, and dynamic healthcare environment. Through innovative, evidence-based offerings, the Center for Professional Development supports lifelong learning and professional growth, helping healthcare providers stay current with best practices, emerging trends, and regulatory requirements. This commitment to continuing education reinforces CEIQ's broader mission of advancing excellence in nursing education and practice.

Administrative Team:
- Jeannette Manchester, DNP, MBA, RN, Assistant Dean, Associate Dean for the Center for Educational Innovation and Quality
- Bernadette Power, Assistant Director of Instructional Design
- Giuseppina LaTorre, Program Assistant
- Christine Negron, Staff Assistant

Simulation Training Requirements for Faculty

Simulation is a critical part of nursing education: it allows students to practice and learn in a safe environment without risking patient harm. Simulations help students gain confidence, learn to work as part of a team, develop clinical judgment, and the ability to apply their knowledge in real-world situations. The School of Nursing considers simulation to be a valuable pedagogy, whose methods are applicable to all faculty, including those who teach only didactic lessons.

- **All faculty who teach using the simulation center** – i.e., both those who are employees of the Division of Simulation and Clinical Learning and those who are part of other divisions but use the simulation center to teach specialty skills — are _required_ to complete training in:
    - Pre-briefing,
    - Facilitation,
    - Professional integrity, and
    - Debriefing.

- **All faculty (graduate, undergraduate, didactic, clinical, or simulation) are strongly encouraged and supported to be trained in simulation as the key components of the training (pre-briefing, facilitation, professional integrity,** and debriefing) carry over to clinical in the hospital or outpatient/community setting.

School of Nursing training: The Division of Simulation and Clinical Learning in collaboration with the CEIQ offers the *Simulation Training in Assessment, Technology, and Evaluation* at least twice a year.

Is non-Rutgers School of Nursing sim training acceptable? Alternative outside training may be accepted at the discretion of the Associate Dean. However, all faculty teaching in simulation using technology, including but not limited to patient monitors, manikins, and AV systems, must complete technology training with the Division of Simulation and Clinical Learning.

The Division of Simulation and Clinical Learning will validate that faculty using their facilities are appropriately trained.

What if I went through training a while ago? Faculty who completed simulation training two or more years ago and have not facilitated simulation must complete a refresher training before facilitating simulations.

Definitions

The pre-briefing session is a necessary component of facilitation; the purpose of a de-brief is to prepare students for the scenario and help them achieve the learning objective. Pre-briefing orientates the learner to the simulation or learning environment and effectively measures their potential to understand new concepts and/or clinical competencies. Pre-briefing includes expectations, background, equipment to be used, and the assignment of roles.

Debriefing is when the simulation is discussed and evaluated. The purpose is to support the student to transfer learning to future situations.[1]

Faculty who teach simulation include all faculty and staff who work in the Division of Simulation and Clinical Learning as well as the Entry to Baccalaureate Nursing Practice Division and Advanced Nursing Practice Division faculty who provide pre-briefing, debriefing, or who facilitate any simulation within the Simulation and Clinical Learning Center.

---

[1] Cust F, Boden R (2022). Exploring the use of pre-briefing and debriefing in education settings. Nursing Times (online); 118:12. https://www.nursingtimes.net/education-and-training/exploring-the-use-of-pre-briefing-and-debriefing-in-educational-settings-21-11-2022/#:~:text=The%20pre%2Dbrief%20should%20outline,so%20that%20learning%20can%20occur.

Research & Scholarship

The Office of Research Services, Contracts, and Grants

Research, scholarship, and community engagement activities enhance your reputation and that 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 lists potential funding sources, grant opportunities, and proposal development resources on their website.

The Office of Research Services, Contracts, and Grants (https://nursing.rutgers.edu/office-of-research-services/) can assist with numerous aspects of project sponsorship, such as identifying grant funding, navigating the complex process of submitting an application through the University's Research Administration & Proposal Submission System (affectionately referred to as RAPSS), developing proposals, preparing budgets, communicating with sponsors, and complying with award terms. The Office of Research Services, Contracts, and Grants posts a wide range of information about their office and related processes on their website.

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

Staff in the Office of Research Services, Contracts, and Grants:
- Steven Glogocheski, Ed.D., Executive Director of Institutional Research and Sponsored Programs
- Laura Buchmann, MBA, Associate Program Manager of Sponsored Programs
- Jennifer Oluoch, MSc. CRA, Grants Specialist

Institutional Review Board (IRB)

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

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

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

Key Staff:
- Mylka Benitez, BA, CIM, IRB Analyst/Manager

Office of Institutional Research and Assessment

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

A full description of their role is at their website. Be sure to visit their Information Portal to get a better sense of the research they conduct and can undertake. Key Staff (located in Ackerson Hall, 2nd Floor, 180 University Avenue, Newark):
- Steven Glogocheski, Ed.D., Executive Director of Institutional Research and Sponsored Programs
- Christy Jung, Ed.D., Associate Director of Institutional Research

School of Nursing Research Centers

The School of Nursing houses 6 centers. Four of the 6 centers focus on supporting research and evidence-based practice:
- **The François-Xavier Bagnoud (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, as well as its largest programs, the Child Health Program and Child & Family Nurse Program, are fully grant-funded and employ about 170 staff, most of whom are nurses who are based at 46 Department of Children Protection & Permanency local offices across the state of New Jersey.
- **Center for Health Equity and Systems Research (CHESR)** provides a hub for rigorous, externally funded research that sheds light on the harmful effects of systemic inequities on health outcomes and quantifies the impact of approaches designed to mitigate them. The center also serves as a hub for systems research that investigates the impact of health care system attributes on staff and patient outcomes, and tests new models of care.
- **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.

- **The Northeast Institute for Evidence Synthesis and Translation: A JBI Center of Excellence,** informally referred to as "NEST", supports the development of methodologically rigorous comprehensive systematic reviews. NEST hosts two trainings/year on the comprehensive systematic review, one during the Spring Break in March and the other during the second week of July.

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

- **The Minority Nurse Leadership Institute (MNLI)** is dedicated to fostering leadership, mentorship, and innovation among nurses from diverse backgrounds to transform healthcare systems and improve patient outcomes. The MNLI is a groundbreaking initiative designed to support and empower nurses from multicultural and underrepresented communities. Their mission is to cultivate a new generation of nurse leaders who reflect the diversity of the patients and communities they serve.
- **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 at least two 3-credit graduate nursing elective courses, one of which is in Tanzania, another in Ghana.

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

Support for Faculty: Faculty Development

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

Faculty Fellowship: The faculty fellowship program is for expert nurse clinicians transitioning to academia. These new faculty members generally need support to transition to the complex and multifaceted role of the nurse academic. The Faculty Fellowship program provides them with the needed time and support to develop competence and confidence in their new role. The Faculty Fellowship Program assists new faculty in acquiring teaching competencies, facilitates socialization to the teaching role, and provides the social and emotional support to transition into fully participating members of the faculty. The overall program goals are to: 1) promote a culture of teaching and learning excellence at Rutgers School of Nursing; 2) assist new faculty in their transition to academia and teaching; and 3) to advance the science of nursing education.

STATE (Simulation Training Assessment Technology & Evaluation) Program: The STATE Program aims to provide faculty with foundational skills in simulation-based education, including simulation design, facilitation, debriefing, and course management. The STATE Program is a two-day training in simulation covering theoretical underpinnings, simulation guidelines and best practices, and the development and implementation of simulation. The course supports faculty to thread simulation and skills instruction throughout the curriculum.

Certified Nurse Education (CNE) Prep Course: This online self-directed course consists of a comprehensive review of the major content areas of the test blueprint for the Certified Nurse Educator exam. It is designed to help the School of Nursing Faculty assess their level of readiness and identify practice domains where further study may be needed. Topics include implications for nurse faculty, eligibility requirements, analysis of CNE test blueprint, review of CNE exam content, CNE prep resources, and the renewal process.

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.

Instructional Design Series: a monthly series focused on instructional design to guide faculty with educational material, methods, and activities that are purposeful, engaging, and conducive to learning. Topics included accessibility, Canvas, and Instructional Technologies available at Rutgers.

On the Menu Lunchtime Learning Series: This is a monthly hour-long online workshop series designed to meet faculty continuing education needs. Over the past couple of years, topics have included, for example, Supportive Communications to Enhance Learner Well-being and Success, Engaging Generation Z Nursing Students, Social Media for RSON Faculty, and How to Review Your Exam Statistics.

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

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

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

If you are interested in any professional faculty development opportunity, email: ceiq@sn.rutgers.edu

Support for Faculty: Mentorship

Rutgers Health and the School of Nursing are committed to mentoring faculty. All new faculty are assigned to one or more mentors. The name of your mentor(s) should have been listed on your offer letter (from Faculty and Staff Resources). New faculty are expected to reach out to their mentor(s) for support in teaching, grant writing, writing for scholarship, service, research, or other areas. If your mentor can't answer your questions, they can refer you to a colleague with expertise in the area of interest. You are expected to meet with your mentor at least twice each academic year to develop and update your individual development plan (IDP). An IDP is a planning process that identifies the mentee's professional development needs and career objectives. It also facilitates communication between mentees and mentors.

The Committee on Faculty Mentorship developed a 23-page Mentorship Program Tool Kit, which can be found at: https://nursing.rutgers.edu/wp-content/uploads/2021/08/Mentorship-Program-Toolkit.pdf.

> *Not* having a mentor is an important predictor of job *dissatisfaction*.
>
> -- Maral Mouradian, Vice Chancellor for Faculty Development, Rutgers Health

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.

In addition, the Rutgers Health Office of Faculty Affairs provides valuable resources and offers faculty development programs, including a formalized faculty mentoring program. The goals of the mentoring program are to: (1) Improve faculty productivity in their respective academic tracks, (2) Assist faculty with career advancement, (3) Increase career satisfaction for all faculty, (4) Improve faculty recruitment and retention, (5) Promote professionalism, (6) Increase faculty diversity, (7) Effect a culture change using mentoring to advance RBHS missions, and (8) Support the schools and units on matters relating to appointments, reappointments, promotions, other faculty personnel actions, and providing faculty data. Ongoing mentor/mentee training opportunities are provided.

https://facultyaffairs.rbhs.rutgers.edu/faculty-development/mentoring/

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

Teaching Credit Hour (TCH)

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

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

The faculty workload document (an Excel spreadsheet that lists all full-time faculty, courses/duties assigned, and TCHs earned) can be accessed on the Canvas Faculty Governance website within two weeks of the start of the term. If you haven't yet accessed the Faculty Governance website and need assistance, contact Virginia Allread.

Committee and Meeting Structure

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

Mandatory Meetings
Faculty Meetings: Attendance at Faculty Meetings is required. Faculty meetings generally occur from 9:00 AM until noon on the fourth Monday of the month. Most meetings convene via Zoom, but we have been trying to meet in person once/term.

The spring semester 2025 Faculty Meetings are scheduled to take place:

- Fall 2025
  - September 29
  - October 27 – in person New Brunswick
  - November 24

- Spring 2026
  - January 26
  - February 23 – in person Newark
  - March 30
  - April 27
  - May 18

- Summer 2026
  - June
  - July
  - August

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

The schedule for the divisional meetings is at: https://nursing.rutgers.edu/central/meetings/
- The Advanced Nursing Practice Division meets at 1:00 PM on the First Monday of the month.
- The Entry to Baccalaureate Practice Division meets at 10:30 AM on the First Monday of the month
- The Division of Simulation and Clinical Learning meets on the first Tuesday of the month from 3:00-5:00 PM.
- The Nursing Science Division meets at 1:00 PM on the same Mondays as the Faculty Meetings

Faculty Council
Representing the entire faculty, the Faculty Council plays a key role in ensuring faculty collaboration and assumes responsibility for assuring School Committee work is conducted. The Faculty Council includes a chair, vice-chair, secretary, immediate past-chair, two members from the four Divisions, and the Dean as ex-officio member. Dr. Nancy Bohnarczyk took over as chair in February 2025.

Faculty Council meets the 2nd Monday of the month (see the calendar for updates. Meetings are usually via Zoom. This is not a closed meeting, however, if you have an interest/reason to attend, please contact the chair to request an invitation.

Bylaws and Committee Meetings

Participation in the committee structure is strongly encouraged. The committee structure is detailed in the School's bylaws (which can be found here).

The bylaws outline faculty governance and committee structure and provide 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 Simulation and Clinical Practice
- Committee on Curriculum
- Committee on Evaluation
- Committee on Research & Scholarship
- 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 in the Annual Academic Meeting Schedule.

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

Roberts Rules of Order

Most meeting procedures, certainly the Faculty Meeting, follow a somewhat loose interpretation of Robert's Rules of Order (parliamentary procedure), particularly when it comes to voting. Electronic voting is implemented when necessary or requested, but voting practices may vary depending on the meeting chair's preferences and group norms. Please let the committee or chair know should you want voting or a specific voting item decided by secret ballot.

Consent Agenda

The School of Nursing uses 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 agenda.

A couple of key points about the consent agenda:
- All faculty are responsible for reviewing the materials circulated in advance of the meeting so that they can make an informed vote.
- If you agree that all items on the consent agenda should be approved without further discussion, nothing needs to be done or said.
- If, however, there is any item on the consent agenda you believe should be discussed further, the Dean must be informed before or during the Faculty Meeting when it is asked if any voting members wish to remove any item under the consent portion of the agenda.

Competency-Based Education

AACN defines competency-based education (CBE) as "a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education." More simply, CBE is a learning approach that focuses on what students can do, rather than the recall of information. In CBE, the academic content is organized around real-world skills or competencies. Hence, you will hear colleagues talking about "The Essentials", which are a set of 10 domains that define the knowledge, skills, and attitudes (i.e., competencies) expected of a well-prepared nurse.

Integrating CBE and the AACN Essentials into our curriculum supports the School of Nursing in:

- Maintaining accreditation standards while addressing shifts in healthcare needs
- Delivering consistent, evidence-based education
- Preparing students with clearly defined competencies for professional practice
- Enhancing patient care outcomes through a focus on evidence-based learning

CBE emphasizes the demonstration of specific skills and knowledge through assessments; as such, it necessitates more creative assessments than the traditional multiple-choice test.

Signature Assignments

A signature assignment is an assignment or assessment within all sections of a course used to directly measure a student's proficiency in achieving course and program outcomes as well as competency domains. Ideally, signature assignments are the types of work that students and professors would most like to present to others as evidence of accomplishment and real-world competency application. Although

the signature assignment is designed to elicit specific course-related learning outcomes, the template for a signature assignment consists of some shared elements across courses:

- Instructor guidelines on how to implement and grade the signature assignment
- Task, purpose, and audience
- Learning outcomes/competencies
- Format and technical requirements – directions for students
- Rubric(s)/scoring criteria

Signature assignments are required for baccalaureate, masters, post-masters, and DNP programs. Some PhD courses will also include signature assignments.

Curriculum Approval Process

The process of obtaining the required approvals for developing or modifying a new course/program is outlined in the **Curriculum Approval/Modification Tracking Form.** In summary, a *packet* (see below) explaining your proposed changes must be approved at the following four levels:

1. **Divisional Committee level**. Any curricular change starts at the divisional committee level. Your proposed changes must be accompanied by a partly completed Curriculum Approval/Modification Tracking Form.
2. **Divisional level**. Once your proposed change is approved at the committee level, it will be moved to the divisional level.
3. **Curriculum and Evaluation Committee level**. Once approved at divisional, the proposed change must then be presented to the Schoolwide Curriculum and Evaluation Committee.
4. **Full Faculty**. Only once the proposed change has been approved by the Curriculum and Evaluation Committee will it go onto the faculty meeting agenda.

Whether you are developing a new course or modifying an existing one, as noted in Appendix A of the Curriculum Approval/Modification Tracking Form, the *packet* that you, as "faculty initiator", present at each of the four levels (listed above) will include:

- Course title,
- Clinical hours, pre/co-requisites,
- Course description,
- Student learning outcomes,
- A topical outline with assignments,
- A "signature assignment" (discussed below)

A couple of pointers to keep in mind:

- If you are proposing, for example, a syllabus change, then you will need to present both your proposed revisions and the original. You can do this by submitting the original and the proposed changes side by side using a table.
- In general, documents must be submitted seven days before the meeting to allow sufficient time for document review.
- The amount of time for approvals from the divisional committee level to the full Faculty Meeting can vary depending on how many edits are recommended at each level, but changes can progress through in as few as 4-5 weeks.
- You, as the "faculty initiator," will be expected to usher the paperwork through each of the four levels by working closely with your associate/assistant dean, the committee chairs at each level, and/or committee support staff.

Commencement and Convocation

Although the School of Nursing graduates students three times a year (fall, spring, and summer), commencement and convocation are conducted only once a year.

Commencement. Commencement ceremonies take place in New Brunswick. School of Nursing undergraduate and graduate students attend the same commencement ceremony hosted by the university for all graduating students at all campuses (New Brunswick, Rutgers Health, Newark, and Camden). This event usually takes place on the second or third Sunday in May at SHI Stadium on the Busch Campus in Piscataway.

Convocation. The School of Nursing also holds a convocation once a year, typically during the week after commencement. Convocation is a school-wide event honoring all School of Nursing graduates (at both the graduate and undergraduate levels) and takes place at the New Jersey Performing Arts Center in Newark. Each graduate is honored individually at the convocation and those receiving a DNP or PhD are hooded.

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

Tips for those attending convocation:
- Get your gown and hood ready in advance. There are many stories of students or faculty who can't find their graduation gowns the night before convocation.
- Faculty sit on the stage; faculty who are hooding students are seated in the front row on the stage.
- Carry as little as possible. There's really no place to store anything of value while you are attending convocation. Bring a fanny pack or cross-body bag that will fit under your gown for your car keys and other valuables.

Part III: Human Resources, Promotion, & Reappointment

Faculty and Staff Resources Department

You've probably already met, or at least emailed, staff from the Faculty and Staff Resources Department. Under the policies promulgated by the University Human Resources (UHR) Department, our staff manage human resources activities for the School of Nursing. They are responsible for recruiting and hiring faculty, staff, work-study students, fellows, and teaching assistants. In addition to the hiring processes, Faculty and Staff Resources also guides the re-appointment and promotion process for all faculty. If your appointment will not be renewed, the Faculty and Staff Resources Department will contact you according to the contracted timeline.

For more information on Faculty and Staff Resources, see their webpage.

School of Nursing Unions

Non-administrative School of Nursing faculty are represented by the American Association of University Professors-American Federation of Teachers (AAUP-AFT).

More information about the AAUP-AFT union, including a link to the current contract, can be found here.

Faculty Performance Evaluation

All faculty participate in a self-evaluation or performance evaluation process each year. The self-evaluation/performance evaluation process is an ideal time to discuss goals with your Division Associate Dean and take stock of the year that has passed. The typical process is described below.

Timeline
AAUP-AFT (legacy BHSNJ) Faculty:

- **Sometime in April or very early May**, you will receive emails from both Faculty Affairs and our own Faculty and Staff Resources letting you know that the online RAPID faculty evaluation Dashboard is open, and you should complete your online form.
- **In May, June, or early July**, you must complete the online RAPID Dashboard, upload materials (as described below), and meet with your Division Associate Dean to discuss the evaluation.
- **From July to March and Throughout the Year**: The performance process shouldn't just be seen as a one-off event. Based on the number and range of documents that require submission, consider creating an electronic folder to house these documents (so they are all in one place). Download

your student evaluations at the end of the term, review them, make course changes, and save your student evaluation reports in your performance appraisal folder. Do the same with your certification documentation and your nursing license when it's renewed.

AAUP-AFT Faculty:

- **Sometime in June, you will receive emails from both Faculty Affairs and our own Faculty and Staff Resources letting you know that the online RAPID faculty evaluation Dashboard is open,** and you should complete your online form.
- **In June, July, August, or early September,** you must complete the online RAPID Dashboard, upload materials (as described below), and meet with your Division Associate Dean to discuss the evaluation.
- **From October to June and Throughout the Year**: The performance process shouldn't just be seen as a one-off event. Based on the number and range of documents that require submission, consider creating an electronic folder to house these documents (so they are all in one place). Download your student evaluations at the end of the term, review them, make course changes, and save your student evaluation reports in your performance appraisal folder. Do the same with your certification documentation and your nursing license when it's renewed.

Process

As part of the evaluation process, you must submit the following materials using the RAPID dashboard.

- 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 can find more information about the online performance evaluation system [here](#):

Non-aligned Faculty

Faculty who are not in a union (primarily administrative faculty, such as the Associate Deans, Vice Deans, and Dean) track their goals on a different on-line performance management process and tool (TalentForce). Goals are entered by September and evaluated both mid-year (January) and during the

summer. The mid-year evaluation allows managers and employees to discuss and recalibrate existing goals. The performance management site includes online resources, tutorials, and FAQs.

The site can be accessed [here](#).

Other Questions About the Annual Review

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

Getting Ready for Reappointment and Promotion

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

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

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

The Short Form: The Short Form provides guidance to non-tenure track faculty (from the rank of Instructor and Lecturer to Assistant Professor) regarding the process of reappointment and promotion. The Short Form accompanies the reappointment and promotion packet.
- There are two short forms (depending on union affiliation). These forms are available at the Office of [Academic Labor Relations website](#) or from the School's Faculty and Staff Resources Department.
- Faculty not in a union should use the form for the union they would return to should they no longer hold a non-union position.

Faculty applying for reappointment and/or promotion are also required to prepare a personal statement. Your personal statement is one of the most important documents in your dossier for promotion and reappointment. This is how you share your accomplishments and their significance and impact (how you have influenced nursing practice, education, community and public health, and other areas). It is important that you support your explanation with a description of the initiatives and innovations you have developed and their impact, the quality of the journals in which you have published, invitations to present your scholarship and innovations at leading conferences, recognitions you have received (e.g., awards, fellowships), the quality of your teaching, and your leadership in the School of Nursing and beyond. Detailed guidance for crafting a Personal Statement is provided for faculty at the time of reappointment and/or promotion.

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

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

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

Faculty Survey (CV Development and Updating)

Faculty Survey is a Rutgers online program to help you maintain your CV. You may create a Faculty Survey account and use that account to routinely add to your CV and generate an updated CV when needed. You can access Faculty Survey on the University website. Or, if you forget the website address, search for any combination of Faculty Survey + Rutgers. The Faculty Survey Manual can be found by clicking on the "FS manual" tab near the top of the page.

Peer Review of Teaching

During the summer of 2019, the University President asked all schools to proceed with a systematic plan to implement peer evaluation of teaching. Implementation was delayed due to the COVID-19 pandemic and further delayed due to union negotiations. However, peer review of teaching is expected to be implemented starting the fall semester of 2025. Peer review will be optional, but strongly encouraged, and likely to be rolled out over a course of three years, with a third of faculty peer reviewed each year. Peer review is considered one component of a 360-degree evaluation; the other components include student evaluations (through end-of-course SIRS questionnaires), self-evaluation, and evaluation by the associate deans. The objective of the peer review is to highlight faculty strengths as well as areas for improvement while providing recommendations for professional growth in teaching.

The process for peer review is still under discussion but likely to be something like this:
- Pre-observation Meeting: This meeting is for the evaluator to review course materials, including syllabus, and agree on the process. The Observation Tool will be shared with faculty at or before this meeting.
- Observation: This refers to the class that will be attended (in person or remotely) by the peer evaluator.
- Post-observation Meeting: The meeting should immediately follow the observation. It should be guided by the evaluator's notes on the Observation Tool. The Observation Tool should start with strengths and continue with areas for improvement.
- Follow-up: During the follow-up, a one-page summary will be shared with faculty. The letter should include a summary of the discussion during the post-observation meeting and resources to support improvement. Teaching innovations and best practices should also be noted.

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

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

Part IV: Teaching Resources & Practices

Syllabi

Accessing Your Course Syllabi

Starting in 2025, with a pilot phase during the spring semester 2025, the School of Nursing transitioned to using Simple Syllabus as our syllabus platform. Simple Syllabus is a centralized, template-driven platform that is published within Canvas. With Simple Syllabus, all of the School of Nursing's course syllabi will follow a standardized format that is updated centrally and, therefore, includes the current policies, logos, and language. When you receive your Simple Syllabus template before each semester, it will already be populated with course description, student learning outcomes, course information, technology requirements, grading policy, and information on other policies. You will need to go into your Simple Syllabus template and add information about yourself, office hours, required materials, textbooks, teaching procedures, and grading related to the specific course.

The Simple Syllabus template closely follows the university syllabus template. It has a number of advantages, including a standardized format so that our students know that every syllabus for every course will follow the same format. It also ensures that content agreed by faculty (e.g., course description and student learning outcomes) is not edited by any individual. Simple Syllabus will also automatically archive syllabi, thus eliminating the need for faculty to archive their own syllabi each term using the Wufoo Syllabi Uploader.

Syllabi archive. Old course syllabi are available on the Faculty Governance, Academic Year 2024-2025 Canvas site (https://rutgers.instructure.com/courses/322769) at the very bottom of the Home page. They will also be available within the Faculty Governance, Academic Year 2025-26 Canvas site.

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 will be included on the syllabus. This has the advantage of shortening the syllabus by 6 or 7 pages, yet the content is still readily available to students. This information is available at: https://nursing.rutgers.edu/syllabus-info/

For assistance with completing a course syllabus, please contact: Jeannette Manchester (jkirsch@sn.rutgers.edu)

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

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

One of the most common reasons for grade appeals is inconsistency between how an instructor grades an assignment/exam and what is stated in the syllabus and grading rubric. It is critical to have the grading scheme clearly explained in the syllabus, including whether partial credit will be given for multiple-choice questions or whether a grading curve will be applied. The course grading description should also address how late assignments will be graded. It is important that you clearly communicate how grading will be performed in your syllabus and adhere to the grading procedures 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 and office hours: Your syllabi should include your contact information, most likely your email address, and the hours when you typically respond to email (e.g., Monday through Friday, 9:00-5:00, except holidays). Also include your office hours during the week, which should include two different days of the week for 2-hour increments.

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

More information about grade grievances and syllabi can be found in [this] presentation.

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 online courses. It also includes an exam feature called "Quizzes".

Additional information about Canvas can be found on the [Rutgers Canvas home page]. For questions, contact our Instructional Designer, Bernadette Power, whose contact information can be found on the [IT Support webpage]. The Instructional Design team provides workshops as well as one-on-one support.

Faculty can access Canvas at: https://canvas.rutgers.edu/, from there you will need to log in using your NetID. If you forget the address, just "google" any combination of Rutgers + Canvas + login and you'll get there.

# Exam Preparation & Collaboration: Faculty Best Practice

Examination Collaboration, Development, and Grading Across Course Sections

Faculty must ensure all content outlined in the course topical outline is provided to students during the course. The delivery of this content may vary between groups and include in-person or virtual class sessions, guest lectures, assigned readings, and/or asynchronous modules.

Courses with multiple sections will share a course syllabus.
- While content sequence and delivery, exam content, and assignment due dates may vary, the number and weight of those assignments will be consistent across sections.
- To ensure course content — and the emphasis of that content — remains current, faculty will meet at least annually to review and assess course content and topics, delivery methods, and assessment methods and make any needed adjustments based on current healthcare trends.
- Faculty are encouraged to schedule at least one mid-semester check-in meeting to address any emerging concerns and evaluate course plans.
- For examinations, faculty across sections – in course and level-specific meetings – will come to a consensus on the number of questions for each examination, the weight of each question (if applicable), and the percentage of exam questions at each level of Bloom's Taxonomy (evaluation, synthesis, analysis, application, understanding, and knowledge).
  - When writing assignments are the same across sections, courses will use the same grading rubric for those assignments.
- Faculty across course sections will share a common, faculty-developed test bank.
  - All test items entered into the faculty-developed test back will include a Blooms Taxonomy level, reference (date), date created, faculty name, and rationale for the correct and incorrect answers.

Bloom's Taxonomy

Vanderbilt University Center for Teaching
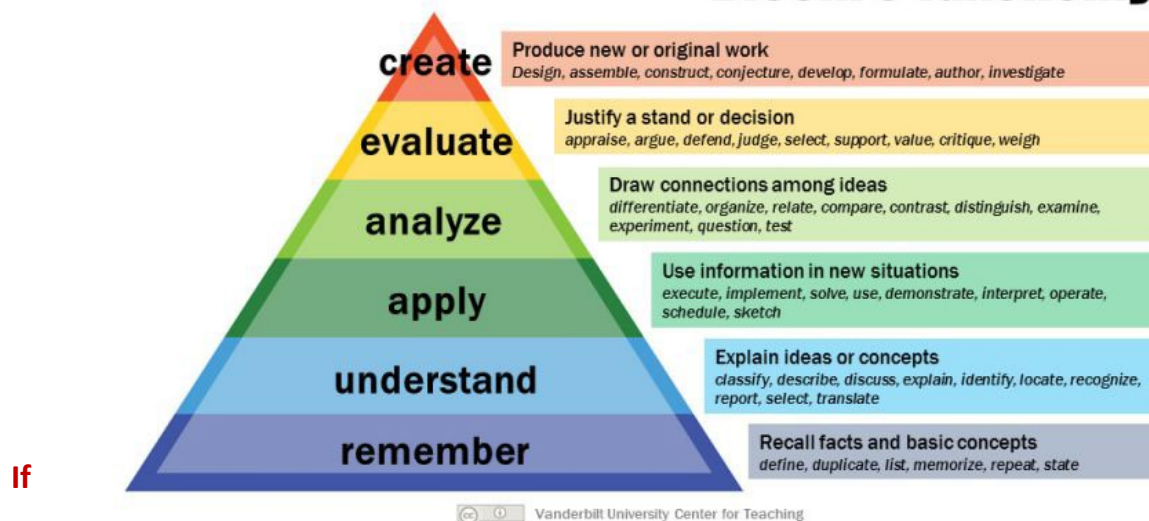
If you're developing your own exams

Note: Faculty are encouraged to incorporate alternative, competency-based testing options, especially for non-clinical courses.

- **Take advantage of faculty development opportunities**! Faculty are encouraged to access examination education training such as examination development and assessment with experienced faculty colleagues or, when available, the examination expert through the Center for Educational Innovation and Quality (CEIQ).
- **Find a second reader**. To ensure rigor, grammar/formatting, and leveling across the program, faculty are encouraged to have each examination reviewed by a faculty colleague/CEIQ consultant prior to administration.

Make-Up Exams

Students who miss an exam due to an <u>excused</u> absence (see text box below) should be afforded the opportunity to make up the exam within one week (or as soon as possible thereafter). Timely make-up exams support student course progression and inform student decision-making regarding potential course withdrawal.

Students who miss an exam due to an <u>unexcused</u> absence: Faculty may decide to provide or decline to provide a make-up exam on a case-by-case basis. However, the reason for declining to provide a make-up exam must be clearly communicated and documented in an email to the student. Should a student (with an unexcused absence) not take a make-up exam (or be denied a make-up exam), they will receive a zero for the exam.

<div style="border:1px solid black; background:#d9d9d9; padding:10px;">

Excused absence

The recognized grounds for an excused absence are:

- Illness (proof of illness may be required, such as doctor's notice or evidence of test result)
- Personal emergency or obligations claimed by the student and recognized as valid
- Bereavement
- Participation in recognized curricular or extra-curricular activities
- Recognized religious holidays (see Rutgers listing of religious observances)
- Severe inclement weather causing dangerous traveling conditions. Note: Should classes be canceled by the University due to inclement weather, clinical classes are also canceled.
- Jury duty

See the Classroom and Clinical Attendance Policy.

</div>

Respondus Lockdown Browser and Monitor

Used with the Canvas Quizzes tool, Respondus offers two products to increase the integrity of online exams. Lockdown Browser is a custom browser that allows you literally lock down the online testing environment within the learning management system, preventing students from moving away from the testing browser to another browser or application on their machine. Respondus Monitor, integrated in Respondus Lockdown Browser, provides additional exam integrity by monitoring student activity during an exam session. Using the student's web camera, Monitor is a fully automated proctoring solution that enables students to take online exams at any time without pre-scheduling an exam session.

Documentation and Correspondences

Response Time Expectations

Faculty are expected to respond to emails, phone calls, and other correspondences **within two business days**. This includes responses to correspondences from fellow faculty, staff, and students.

Use Your Rutgers Email Address

When you correspond with students, do so only using your sn.rutgers.edu email address. Do not use your personal email (or phone) for professional correspondence and vice versa. Why? Using a Rutgers email address creates a retrievable record of your correspondence that remains at Rutgers even after you leave. Correspondences are backed up, archived, and are covered under the University's security policies and procedures. Correspondences can be used in your defense should someone file a complaint. Using personal email 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 email address is more professional: emails from sn.rutgers.edu convey a more professional message than emails from Yahoo, Hotmail, or Gmail.

Getting Rutgers Email on Your Personal Phone

Even if you are traveling, it is still better to correspond with students and colleagues using your Rutgers account. For information on accessing your Rutgers email on your smartphone (or as IT refers to it "Mobile Device Management" or MDM for personal and Rutgers-owned mobile devices) see the mobile device management policy.

Note: Before you decide to access email on your phone, it is important to know you will need to download an App called "Company Portal". Company Portal helps to keep your email safe and secure.

In doing that, however, you should note that:
- You will be required to use a more complex passcode to access your phone. This inconvenience is minimized for those who have Touch ID or Face ID.
- You will provide 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.

More information about both of these caveats can be found on the MDM webpage.

ScarletMail Accounts

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

Communicating With Students

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

It is important to ensure documentation for:
- Email Communication: Ensure your email is professional and that the recommended actions are clear. Choose objective terminology and assume that the email might be entered as evidence in a grievance. It probably won't be, but this should be your litmus test.
- Conversations: Where important information is relayed through an in-person or phone conversation, make note of that conversation by either following up with an email or, if email is not appropriate, write a note for this student's file recording date of the conversation, nature of the concern, your recommendations, and any next steps.
- Remediation: When students have concerns that require remediation, ensure they are documented.

- Grade Grievances: Ensure all discussions regarding grade grievances are documented using email. Even if the discussion is in person, follow up by email with a brief summary and the agreed next steps.

Student Success and Remediation

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

Communication about remediation should include:
- Issue of concern, with specific examples
- Goal/objective
- Intervention or activities/strategies to help that student achieve their goal
- Persons/resources involved and timeline that is agreed with the student
- Expected outcome
- Success indicators
- Both the student and the faculty should sign this remediation plan, and it is an official document

Coverage During Absences (e.g., vacation time, sick time, jury duty)

Faculty are encouraged to take planned vacation time outside the traditional semester when possible. In the event that you must take time off during the academic semester (we recognize that weddings, reunions, religious holidays, conferences and jury duty often take place during the semester), you will need to identify coverage for both teaching and administrative duties:
- Teaching duties: Faculty must establish a plan to ensure classes will be taught during their absence. This may be arranged by scheduling a guest lecturer, a pre-recorded lecture, or something else. If you have difficulty identifying someone to cover during your absence, and…
  - you are a member of the Entry to Baccalaureate Division, please work with the course leader to arrange coverage.
  - you are a member of the Division of Advanced Nursing Practice, please work with the Specialty Director or one of the Divisional Deans to arrange coverage.
  - you are a member of the Nursing Science Division, please work with the Program Director or Associate Dean to arrange coverage.
- Administrative duties: Faculty must also identify someone to cover administrative duties should there be an emergency. This includes teaching and non-teaching administrative duties, such as time-sensitive questions from students, as well as coverage for committee assignments or other leadership roles.

Please note that faculty may be asked to make up clinical activities or classes upon returning from vacation.

Student Breaks during Clinicals

During clinical rotations, student nurses are expected to comply with the agency's rules regarding breaks for employed nurses. The industry standard is as follows:
- Students who work a 6–7-hour clinical shift will receive a 15-minute break. Students who work a 6–7-hour shift would not ordinarily be given a break for lunch.
- Students who work an 8–10-hour clinical shift will receive a 30-minute break.
- Students who work a 12-hour clinical shift will receive a 30-minute meal and a 15-minute break.

Accidental Exposure during Clinical

Should a student experience an accidental exposure, such as a needle stick injury, while attending a clinical rotation, the student must follow the clinical agency's protocol and/or the Centers for Disease Control and Prevention guidelines.

In addition, all needlestick or other injuries that put a student at risk of infection occurring during a clinical rotation or in the simulation lab must be reported following the University procedure. See the Rutgers Student or Public Incident Alert form.

Course Evaluations

Student Instructional Rating Survey (SIRS) is a university-wide survey of students that elicits their ratings and comments about classroom experiences. SIRS is administered via the Office of Teaching Evaluation and Assessment Research (OTEAR) for the Fall, Spring, and Summer terms.

A comprehensive overview of the procedures and policies of this system can be found on the OTEAR website.

You can download your SIRS results here.

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

Banner is the registration system used only by the Division of Advanced Nursing Practice. Faculty can learn how to access class lists, submit final grades, and view an advisee transcript using Faculty Self-Service Instructions on the Faculty Resources page (search for the word "Banner").

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

SRDB is the registration system used by our undergraduate and PhD in Nursing Programs. Faculty who are using SRDB can use https://sims.rutgers.edu/rosters/ to access class lists and submit grades. If you, as faculty, would like to view an advisee's transcript, you must have access on this site. If you do not have access, contact the Office of Student Affairs Operations 973-972-8643.

Important Online Resources

Faculty and Staff Resources webpage

The Faculty and Staff Resources webpage. contains links to important information such as any department in the School of Nursing, the academic meeting schedule, information about how to reserve a room, our learning management systems, the Rutgers and Rutgers Health libraries, academic support for faculty, the syllabi uploader, and more.

When you have time, take ten minutes to tour the Faculty and Staff Resources page. If you are referred to "Faculty Central," you will be asked for a username and password. Ask around, most faculty and staff know the username and password, if all else fails, email Thomas DiStefano (Thomas.distefano@rutgers.edu) for the username and password.

Minutes from Past Meetings

Minutes from previous meetings can be accessed through Canvas. After logging in, look for the course "Faculty Governance, Academic Year 2024-2025" for the current academic year. (The Faculty Governance, Academic Year 2025-2026 site will be live by August of 2025.) Or you can get to it directly by clicking on this link.

Faculty Governance Canvas pages exist for every academic year from 2014-2015 to the present. In addition to meeting minutes, the Faculty Governance Canvas pages also house the faculty workload documents (do you want to see which courses your colleagues teach?), documents for the upcoming Faculty Meeting, faculty bylaws, and syllabi from 2016 to present.

If you need assistance accessing a Faculty Governance Canvas course, please contact Virginia Allread (allreavi@sn.rutgers.edu).

Part V: School Resources

Finance Department

The Finance Department handles everything from salaries and expense requests to purchasing, grants spending, and revenue. Travel and purchasing information and forms (including travel reimbursement) are available on their webpage, along with a staff listing and more about what they do.

Traveling for work, a word to the wise from the Finance Department: There are specific forms you must complete for travel reimbursement, and the request for reimbursement must be approved by the Division Dean and Finance Department before travel (see below). As part of the travel request/reimbursement process, you must:
1. Complete a Travel Approval (TA) form along with documentation of all expected expenditures (e.g., a PDF of flight and hotel estimates, a PDF of the webpage that lists registration costs, as well as a meeting brochure or agenda (if you are attending a meeting).
2. After the TA Form is approved, a pre-trip travel request must be submitted for approval in the Concur system prior to booking any travel.

Please note that if you travel in any class other than by coach, you must pay the difference. For more information, please see the Travel Information section on the school's website and the information outlined below.

Upon your return, request reimbursement (with all the supporting documents) within 60 days, but the sooner, the better. All reimbursements are paid via direct deposit. Failure to submit reimbursement forms when requested may delay and/or prevent reimbursement. For more information on filing for reimbursement, see your division staff administrator.

Travel

Before Your Trip
Your role at Rutgers may involve travel within the US or abroad. Review the university Travel and Business Expense Policy (40.4.1) and discuss your plans with your divisional dean BEFORE you make any promises or travel arrangements.

Step 1: Travel Approval (TA) Form
Travel must be pre-approved as a condition of reimbursement for travel-related expenses. Travel pre-approval (TA) forms can be found here. Please note TA forms must be completed and fully signed before any travel bookings.
- ***Completed in advance, prior to booking any travel.***
- Downloaded and submitted as a hard copy or PDF via email.
    - Enter all required information, including the GL or Project String that will be charged. Travelers should reach out to their department heads to obtain this information if needed.

- o **Per diem**. Under "Estimated Expenses", "Meals" fill in the per diem rate for the city to which you will be travelling. No need to submit receipts for meals, instead, you will get a per diem. However, (yes, this is more complicated than it sounds) the university will not allow you to claim per diem for a meal that will be provided at the meeting you are attending.
- o Per diem rates can be found here. When you find the rate for the city you are travelling to, go to the "Meals and incidental expenses (M&EI) rates and breakdown". As an example, for Orlando, Florida, the M&EI looks like this:
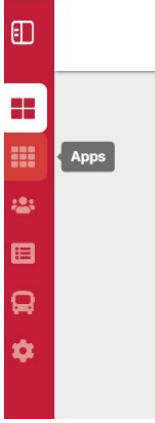
Primary destination ⓘ	County ⓘ	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and last day of travel
Orlando	Orange	$80	$20	$22	$33	$5	$60.00

- o Use the rates in this table to calculate the first/last day of travel as well as the amount you would deduct from your per diem if, for example, lunch will be provided at the conference.
- Signed by Traveler, Supervisor/Division Dean and/or Org. Officer, and Finance department.
- Supporting documentation must be included upon submitting the TA Form for approval to the finance department (quotes for estimated expenses, conference brochure/agenda, etc.).
- Signed TA form must be included as an attachment with Concur Pre-Trip Request and Expense Report.

Step 2: Pre-Trip Request (SAP Concur Request). A pre-trip travel Request must be submitted for approval in the Concur system prior to booking any travel. This form must be:
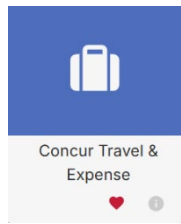- Completed in advance, prior to traveling, after the TA Form has been approved.
- Completed online in Concur Travel and Expense.
- Include the signed TA Form, conference brochure/agenda, etc.
- Reviewed and approved by the Finance Department.

How to access Concur

Access the Concur App through your myRutgers Portal to submit an expense report. Once you have logged in:
- Click on the "Apps" icon in the left navigation (in the red ribbon running along the side of the screen; see image on the left)
- Click on the "Concur Travel & Expense" App (see image to the right)
- Click on "Create", "Start a Report".
- The Concur expense report is helpful in pre-populating your post-trip request for reimbursement.

Under Travel & Business Expense, if you are traveling internationally, before departure, you must also register with Rutgers International Travel.

Booking your travel

Rutgers currently offers two options for faculty and staff to book Rutgers-related travel. Travelers can book travel using Concur Travel and Expense or by contacting Direct Travel, the Rutgers-approved travel agency. Direct Travel can be reached at 1-888-818-1067 or via email at Rutgerstravel@dt.com. All airfare, Amtrak, hotel and rental car reservations must be booked using Concur Travel and Expense, or by contacting Direct Travel. Travel that is not booked using Concur Travel and Expense or Direct Travel will not be considered Rutgers-related travel and will not be reimbursed.

The following travel arrangements can be booked outside of Concur Travel and Expense or RU travel agency:

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

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

- **Concur Travel Profile** – users must save their travel profile before making a travel reservation. Please add our business staff as travel assistants and delegates in Concur for us to be able to book travel on your behalf. This will allow us to make adjustments, if needed, and add project accounts to your reservation.
- Charge **allocation** – users must know where charges for their trip are being allocated.
    - A 6-digit Project ID and 3-digit Task are always needed whether the travel is being charged to a grant, a gift, faculty research or development accounts, operating and other discretionary accounts.
    - This information can be found on the approved Travel Approval (TA) Form.
- **Credit Card** – a personal credit card is required to book hotel reservations. The credit card is used to guarantee the booking and is not charged unless the reservation is booked with a pre-paid rate or canceled within the hotel's cancellation penalty period. *(Airfare and Amtrak tickets purchased using Concur are charged directly to Rutgers.)*

Pre-Travel Check Requests for Conferences:
A Check Request can be processed via Marketplace for conference registration fees and conference hotel room block bookings. These check requests must be submitted at least 30 days before the date of travel. (Please note, if the vendor is not yet Rutgers-approved, this process will have to be initiated prior to submitting a check request.) The approved TA Form must be included as an "Internal Attachment" with the Check Request.

Filing an Expense Report

Your food and incidental expenses will be covered by your per diem. But other expenses, such as ground transportation, photocopying, and hotel can be submitted for reimbursement if you have a receipt. Save, scan, or photograph your receipts to ensure that you do not lose them. After you return from the trip (or while traveling!), access Concur Travel and Expense through your myRutgers Portal to submit an expense report. Once you have logged in:

After you return from the trip (or while traveling!), access Concur Travel and Expense through your myRutgers. Each expense will require that you fill in a "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 Concur Travel and Expense.

General Recommendations

If the process sounds complicated, it's because it is. However, you should 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. If you booked your trip through Direct Travel, your trip will be registered with the University Risk Management and Insurance Department — this is helpful, especially if something were to happen and the university needed to get in touch with you. However, if someone else booked your trip (for example, if you were invited to Orlando to give a keynote presentation, and the conference sponsors are paying for your travel), then you will need to register your trip yourself.
3. Find out the name and address of the closest healthcare facility at your destination 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. The Concur Travel & Expense App defaults to per diem reimbursement. This means you will receive a pre-determined amount of money daily to cover food and sundry expenses. The advantage of the per diem reimbursement is that you do not have to save or submit meal receipts. Rutgers per diem rates are built into the new Concur Travel & Expense App. Note:
   - Per diem on the first and last day of travel is reimbursable at 75%
   - If a meal is provided, then it must be deducted from your per diem
6. Keep accurate records (ground transportation, car rental, parking, meeting agendas, etc).

Wellness

The Rutgers Faculty and Staff Assistance Program (FSAP) is a benefit available to administrative staff, faculty, and eligible dependents to help address personal, family, and behavioral concerns as well as work-related difficulties. See their website for more information.

The School of Nursing website has a listing of well being resources here.

Facilities

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

If you have a question about a room or classroom, or need to reserve a classroom or change a classroom reservation, contact:
- Ackerson Hall: William Noel, Unit Computing Specialist, Ackerson Hall, Room 268, (973) 353-3684, william.noel@sn.rutgers.edu
- Bergen Building: Victoria Reed, Facilities Program Specialist, Bergen Building, Room 638, (973) 972-9742, vr470@sn.rutgers.edu
- Paterson Hall: Odalis Stahl, Program Coordinator I, 110 Paterson St., New Brunswick, (848) 932-0899, odalis.stahl@rutgers.edu
- Any other questions, reach out to Kofi Polley, Executive Director of Administration, Ackerson Hall, Room 104, (973) 353-5415, kofi.polley@rutgers.edu.

If you are teaching in a room that is 110° or 55°F, see a leak, or identify something that requires Facilities, please fill in a "Facilities Request Form". Although the form goes to Facilities staff, if urgent (e.g., major leak), feel free to call the Facilities Department (see listing above).

Faculty and Staff Directory

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

If your entry needs to be updated, please use the Marketing & Communications "Submit a Request" form.

Logos and Templates

Writing a letter and need the Rutgers "R" logo? Or, are you creating a PowerPoint presentation or a poster and want to use an "official" School of Nursing template? You can find both Rutgers School of Nursing and Rutgers University research poster templates, Zoom backgrounds, templates for signs, PowerPoint presentations, and logos on our visual identity page.

The Latest SoN Stats

If you've ever wondered how to find the "latest and greatest" stats on the School of Nursing (maybe you're writing a grant or putting together a presentation), the "About us" webpage has what you want. These facts and figures are updated about six times a year, sometimes more often.

Did you want the latest stats in a PowerPoint presentation? You'll find it on our visual identity page, look for "SON Powerpoint template".

Rutgers University Software Portal

There is no need to pay full price for software for your home computer!! Rutgers University maintains a software portal where you can download a wide range of software for personal use. You can also access the portal from the "Apps" in my.rutgers.edu (see above).

If you have software on your work computer that you can't purchase in the Rutgers Software Portal (e.g., SPSS or SPS), then access it from home by using VPN or CiscoAnyConnect to connect to your work computer.
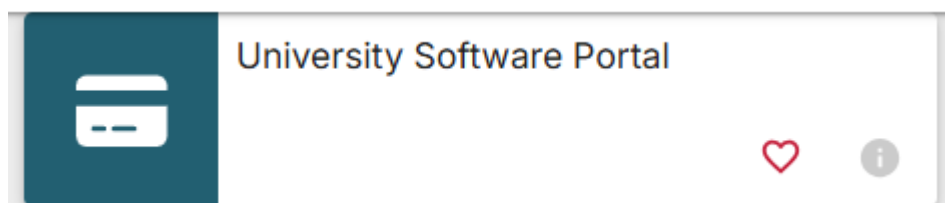
Part VI: Student Resources

Student Affairs

The Student Affairs Division serves prospective and enrolled students throughout the duration of their academic journey, spanning from recruitment, orientation, progression, and graduation. The Student Affairs Division is a resource for faculty and students with university-related student concerns.

The Division of Student Affairs can be divided into three areas, each comprised of different departments:

- Student Affairs Operations: This includes the Office of Admissions and Recruitment, the School of Nursing Registrar's Office, and Student Clinical Clearance. As a function of student clinical clearance, this office manages affiliation agreements for the School of Nursing.
- Student Engagement and Wellbeing: Oversees new student orientation, Students of Concern (students in crisis), peer mentoring, counseling, career development, leadership development, School of Nursing clubs and organization advisement, scholarships, campus-wide programming, graduation activities, and convocation. The Office of Student Engagement and Wellbeing also serves as a liaison to University-wide resources, including financial aid, disability services, student life, etc.
- Academic Support: Includes the Educational Opportunity Fund Program (EOF), Office of Academic Success, and the Academic Advisement Center.

Explore the website to find out more about Student Affairs: [School of Nursing Student Resources - Rutgers Nursing](#)

The Office of Academic Success

The Office of Academic Success (OAS) provides one-on-one and group *tutoring* for all undergraduate nursing students. OAS also provides academic *coaching* for both graduate and undergraduate students. The Office is committed to enhancing student retention and success by providing assistance to students through high-quality, innovative academic support services.

Student Success Workshops. OAS offers dynamic Student Success Workshops, available both in-person and remotely, covering a wide range of topics essential to students on their academic journey. Students can explore the OAS self-guided resources on our dedicated Canvas page. These resources are tailor-made to help students tackle academic challenges with evidence-based strategies.

Faculty Referrals to the Office of Academic Success

To ensure that our students have access to the necessary support for their academic progression and success, we encourage faculty and staff to use our referral form to refer students to the Office of Academic Success. If a student has yet to meet the standards for academic progress in their program, a faculty/staff referral can provide them with valuable resources and assistance. The student referral process serves both undergraduate and graduate students.

Common Referral Areas:
- Test-taking strategies
- Study strategies
- Managing test anxiety
- Tutoring

By completing a faculty referral form for a student, you are helping them to bridge the gap between their current academic performance and their potential.

Process for Referrals:
1. Complete the Faculty Referral Form.
2. Provide details on the specific areas where the student may benefit from learning assistance and the reason for the referral.
3. Submit the referral form to the Office of Academic Success.

What Happens Next:
- The student will receive an email detailing the available learning assistance services and resources.

A link to the faculty referral form can be found on the OAS website: https://sites.rutgers.edu/sn-oas/faculty-resources/

Tutors

Faculty Nominated Peer Tutors. Faculty Nominated Peer Tutors are leaders in the School of Nursing who have a passion for helping other students. Peer tutors help fellow students better understand course content while sharing strategies for time management, study skills, and test-taking. Peer Tutoring is conducted via individual appointment or small-group sessions.

Alumni Tutors. Alumni tutors are high-achieving recent baccalaureate graduates who have taken the NCLEX and are working as nurses or are enrolled in a School of Nursing Graduate program. Alumni Tutors can tutor all undergraduate nursing classes and apply their experience as nurses when helping students understand nursing concepts.

Tutoring and Academic Coaching

Tutoring. Students may self-schedule individual or drop-in tutoring sessions. Drop-in tutoring is facilitated by Alumni tutors. Students can access these sessions in WC Online by clicking on the Alumni Tutor Appointment or Drop-In Schedule. Click here for more information.

Drop-in tutoring hours include scheduled group tutoring sessions for the most requested nursing courses and Dosage Calculation tutoring, offered during the first several weeks of each semester. Students should plan to arrive at the start of drop-in hours.

Academic Coaching is provided by full- or part-time OAS staff members. Common Academic Coaching topics include:

- Advancing time management skills
- Improving notetaking and study skills
- Evaluating and improving test-taking approaches
- Reducing test-anxiety

To schedule a coaching or tutoring appointment, students should register for a [WC Online account](#) using their sn.rutgers.edu email address. Students may self-schedule an appointment from the corresponding service calendar. For questions regarding support options or technical issues, please email academic.success@sn.rutgers.edu. Students may request one coaching or tutoring appointment per week. All appointments are for one hour. OAS responds to all requests within 48 business hours. For questions regarding support options or technical issues, please email academic.success@sn.rutgers.edu.

Learning Resources

Self-Guided Resources. Available on the OAS Canvas page, self-guided workshops provide strategies for diverse topics including time management, study skills, note-taking, and test-taking.

Rutgers Learning Centers. Undergraduate students can access the full complement of learning resources on their campus:

- New Brunswick

    o [Rutgers New Brunswick Learning Center](#)
    o [Writing Coach (through the New Brunswick Rutgers Learning Center)](#)
    o [Writing Center (For Students Enrolled in NB Writing Program Classes)](#)

- Newark

    o [Rutgers Newark Learning Center](#)
    o [Rutgers Newark Writing Center](#)

- Blackwood

    o [Rutgers New Brunswick Learning Center](#)
    o [Writing Coach (through the New Brunswick Rutgers Learning Center, Blackwood students can access this program remotely)](#)
    o [Writing Center (For Students Enrolled in NB Writing Program Classes)](#)
    o Students may also schedule an appointment with the Blackwood Academic Coach by emailing them directly.

Writing Support for Graduate Students

During the Summer, OAS offers two graduate writing workshops, which are offered every semester:

- APA Writing Workshop (60 minutes)
- Synthesizing Literature (60 minutes)

For more information, please contact OAS.

Key Program Staff

Jane Ferrick, OAS Director
120 Albany Room 357
New Brunswick, NJ 08901
(848)932-0424
jaf449@sn.rutgers.edu

Student Writing Support

Undergraduate Writing Centers

Newark. The Writing Center at Rutgers University–Newark provides writing tutoring and writing workshops to **all undergraduate students currently enrolled in classes at Rutgers University–Newark**. The [Writing Center at Rutgers University-Newark](#) is located in:

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

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

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

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

Student Complaints

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

Student Matter of Concern

Student Matter of Concern Reporting was created by the Office of Student Engagement and Wellbeing as a method for identifying students who are in crisis. This form should be used to provide information about behaviors that are of concern in relation to the personal, physical, or emotional well-being of students in the School of Nursing. Faculty should provide as much detail and information as they can when completing the Student of Concern form.

The Student of Concern reporting form can be found on the School of Nursing website. Student Affairs also developed a very helpful guide on "How to Help a Student of Concern", which provides referrals as well as guidelines on responding to students of concern. You can also reach the Student Matters of Concern forms by going to the "Faculty & Staff" page on our website.

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 them up and don't encourage them to look on the bright side) and refer this individual for help. You might want to say something like "It sounds like life is really overwhelming for you right now". If the situation is conducive, and you feel like you're able to triage, then ask "Are you thinking about killing yourself?" You won't trigger suicidal thinking just by asking about it.

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

If it is not an immediate emergency and the query comes during business hours, then call Student Affairs, they can assist with finding an 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	• Very anxious
• Significant change in behavior	• Concerning writing or art
• Comments that are inappropriate or irrelevant to class discussion	• Extreme change in weight
	• Extreme change in appearance
• Unable to control emotions	• Unusual bruising or other injuries
• Poor hygiene	• Interrupting class discussions
• Appears intoxicated or smells of alcohol	• Interfering with other students' ability to learn
• Appears high or smells of marijuana	
• Appears tired or is constantly falling asleep in class	• 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 and Blackwood Campuses

- **Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS):** is located at 17 Senior Street, New Brunswick. (848) 932-7884

  If the situation is urgent, indicate to the receptionist that the situation is urgent and request an on-call counselor who will assess the situation and provide specific directions about what to do. If it is not urgent, allow the student to make an intake appointment.

  If CAPS is closed, and a student is experiencing a mental health emergency, use the following resources:
  1. ProtoCall, a phone-based service for students in crisis when CAPS is closed. Call the main CAPS number, 848-932-7884, and follow the prompts.
  2. Acute Psychiatric Service (APS): 855-515-5700, a 24-hour emergency service for local residents. If you live outside of Middlesex County you should contact the nearest hospital emergency department.
  3. 988 Suicide and Crisis Lifeline: Call or text to 988.
  4. NJ Hope Line (Suicide Prevention): 855-654-6735
  5. National Crisis Text Line: Text HELLO to 741741.
  6. Additional resources can be found at: https://health.rutgers.edu/medical-and-counseling-services/counseling-services

- **For emergency medical care,** contact one of the local hospitals. If there is an emergency in need of immediate attention, call 911.

Do Something Form (New Brunswick only). To share an urgent concern about a student if you are not with them, you can fill out the Do Something Form. The New Brunswick Dean of Students will initiate a well-being check (note: this is a university, not a School of Nursing, service).

School of Nursing Contact, New Brunswick. The School of Nursing Student Engagement and Wellbeing Point Person for New Brunswick is Laura Stone (Associate Director) – ls706@sn.rutgers.edu

Urgent on-campus need (Blackwood only). The Camden division of the Rutgers Police Department is located at 409 North 5th Street.
- For emergencies, call 911.
- For non-emergencies, call 856-225-6111.

Services for Rutgers Health Campuses (Newark Graduate)
- **Rutgers UBHC — The Student Wellness Program**: is located at the Behavioral Health Science Building (BHSB), 183 South Orange Avenue, Newark. (973) 972-5429
- For more information https://ubhc.rutgers.edu/swp/overview.xml
- Emergency services (848) 932-4800 or dial 911

School of Nursing Contact. The School of Nursing Student Engagement & Wellbeing Point Person for Newark Graduate Students is Tannia Dominguez (Senior Student Program Coordinator) - tannia.dominguez@rutgers.edu

Services for Rutgers Health Campuses (Newark Undergraduate)
- **Counseling Center** is located at: 249 University Avenue, Blumenthal Hall, Room 101, Newark. (973) 353-5805. Email the Counseling Center at **counseling@newark.rutgers.edu** to schedule an appointment.
- **Rutgers University, Newark CARE Team**. To share an urgent concern about a student, complete the CARE Team Concern Form or call them at: (973) 353-5063. You can reach them by email (careteam@rutgers.edu) for follow up questions.

Additional resources:

- WeChat Confidential, peer-supported text line available daily via text to: (973) 339-0734
- NJ Suicide Prevention Hopeline: (855) 654-6735
- National Suicide Prevention Hotline: (800) 273-8255
- Crisis Text Line: Text HELLO to 741741; if you would like to speak directly with a counselor of color you can text STEVE to 741741
- For an emergency please contact 911 or Campus Police at (973) 353-5111.

School of Nursing Contact. The School of Nursing Student Engagement and Wellbeing Point Person for Newark Undergraduate students is Valeria Montoya (Senior Student Program Coordinator) - vm274@sn.rutgers.edu.

Statewide and National Services

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

All Campus Services

UWill free mental health teletherapy. Student are matched with a counselor virtually at any time.

Student Wellness information is available here.

Bergen Building Student Lounge (SSB GA230)

There is a beautiful School of Nursing Student Lounge on the GA-level in the Stanley S. Bergen (SSB) Building in Newark, Room GA230. The lounge includes computer workstations, a microwave, a coffee maker, desks, and a photocopier.

Part VII: Key Policies

Midterm Warnings and Academic Probation

Midterm warning

At the midpoint of the semester (typically week 7 or 8 of the 15-week fall and spring terms; and 6 or 7 weeks into summer term), faculty are required to submit midterm warnings to all students with a less than passing grade. A midterm academic warning (each division has a standard template) is assigned to any student for reasons including, but not limited to, an average nursing course grade lower than C+ (lower than a "B" if a graduate student), poor attendance, and/or poor participation. Division staff will facilitate forwarding the letters to students as per policy. Please refer to the policy for nuances in wording, rulings, and procedures. It is recommended faculty also meet with the student receiving a midterm warning to ensure the student understands why they have received the midterm warning, its significance, and to develop a remediation plan. The remediation plan should then be summarized in writing, sent to the student, and a copy forwarded to the undergraduate or graduate program office to be placed in the student file.

Additional information on midterm warnings can be found:

- In the Entry to Baccalaureate Nursing Practice and Advanced Nursing Practice Divisions, Academic/Scholastic Standing Policy.
- The Undergraduate Grades and Records Policy
- The Graduate Grades and Records Policy
- The Undergraduate Academic Progression Policies. Note that there are five progression policies, one for the traditional program, another for the Second-degree, another for the 2+2 Blackwood, another for the RN-to-BS, and a fifth one for the School Nurse Certificate Program.
- The Graduate Program Academic Progression Policy.

Academic Probation

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

Graduate (DNP and PhD programs): DNP students earning one grade of C or C+ will be placed on academic probation. If the student earns a C grade, they must repeat the course and earn a grade of B or higher. Satisfactory academic progress for PhD students requires the following: A GPA of 3.0 or higher, no more than 2 courses with a grade of C or C+, no more than one grade of Unsatisfactory in courses that are graded S/U, and no more than two Incomplete grades on record for two semesters. PhD students' failure on the qualifying exam more than once constitutes failure to maintain satisfactory academic progress. Academic review by the PhD Program Director includes written warnings to any student who are not maintaining satisfactory academic progress.

Additional information on academic probation can be found in:

- The Undergraduate Academic [Progression Policies](). Note that there are five progression policies, one for the traditional program, another for the Second-degree, another for the 2+2 Blackwood, another for the RN-to-BS, and a fifth one for the School Nurse Certificate Program.
- The [Graduate Program Academic Progression]() Policy.
- [Entry to Baccalaureate Nursing Practice and Advanced Nursing Practice Divisions Academic/Scholastic Standing]()

Retaking a Course

Students who retake a course, will be required to pay the full tuition and the full cost of course fees. Unfortunately, course fees and tuition cannot be waived or discounted even though a student paid the course fees and tuition the first time they took the course.

Academic Dismissal

Students will be dismissed from the School of Nursing if they have earned two course grades lower than a C+ (undergraduate) or B (graduate [C or C+ only]) in any nursing course at any time during matriculation into the nursing program OR (for undergraduate students only) two course grades lower than a C in any prerequisite course or supporting science course at any time during matriculation into the nursing program, except during a first year student's initial semester. PhD students who receive a written warning about unsatisfactory are informed that a lack of improvement in academic performance within a specified period can lead to academic dismissal. A grade of F in a course will result in academic dismissal. Failure on the qualifying exam more than once will result in academic dismissal.

Additional information on academic dismissal can be found:

- In the [undergraduate Program Academic Progression Policies]()
- In the [Advanced Nursing Practice Division Graduate Program Academic Progression Policy]()
- In the [Entry to Baccalaureate Nursing Practice and Advanced Nursing Practice Divisions Academic/Scholastic Standing]() policy

Grade Grievance and Discrimination

Grade Grievance:
The School's Grade Grievance Policy is available [here](). The grade grievance process is managed by Dr. Warren, Senior Vice Dean – Administration and Student Affairs and undertaken by the Committee on Student Grievance, as established by the Bylaws (see page 9 of the [bylaws]() for more information on this important Committee.

Discrimination: If a student feels they have been graded unfairly because of membership in one or more of the following protected categories, 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 here.

For more information, the University Human Resources Non-Discrimination Statement.

Academic Integrity and Student Standards of Conduct

The School of Nursing Student Standards of Conduct are discussed on the website. The actual policy can be found here.

Additional policies can be found on the **School of Nursing Student Policies and Guidelines page** (e.g., attendance, communicable disease, scholastic standing, technical standards, the time limit for degrees, student recruitment and admissions process, academic advisement, exam policies, testing guidelines, IPE requirements, and transfer credit). In addition:

- **The Nurse Anesthesia Program policies** can be found at: https://nursing.rutgers.edu/anesthesia-policies/
- **Rutgers University Student Code of Conduct** can be found at: http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/
- **Rutgers University Academic Integrity Policy** can be found at: http://academicintegrity.rutgers.edu/
  Note that you, as faculty, are expected to inform students of the specific requirements regarding academic integrity within individual courses, make efforts to minimize academic dishonesty, and respond appropriately to violations of academic integrity.

- Information about the **Health Insurance Portability and Accountability Act (HIPAA)** can be found at: https://www.hhs.gov/hipaa/for-professionals/index.html
- **Rutgers School of Nursing Civility/Incivility**, including an incivility report form, can be found at: https://nursing.rutgers.edu/students/conduct/civility-incivility/

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

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

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

FERPA

The [Family Educational Rights and Privacy Act (FERPA)](#) of 1974 is a federal law designed to protect the privacy of a student's educational record. FERPA grants adult students (18 and older) the following rights:
- The right to inspect and review their educational records
- The right to seek the amendment of their educational records
- The right to consent to the disclosure of their educational records
- The right to obtain a copy of their school's Student Records Policy
- The right to file a complaint with the FERPA Office in Washington, D.C.

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

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

Information for students can be found [here](#).

Students with Disabilities

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

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

Additional information is available on the School of Nursing [website](#):

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. Request for accommodation will need appropriate documentation.

Religious and Other Accommodation

Students who want accommodation for religious reasons or because they are involved in band, chorus, sports, ROTC, or other activities should complete the Clinical Accommodation Request form. This form is routinely sent to all sophomores before they start their junior-level clinicals.

Part VIII: A Few More Random Tips

Campus and Community Safety

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

To register, go to the Emergency [Notification System website](#) and login using your NetID.

Parking and Shuttle

Parking

Most faculty who drive to campus daily or twice per week (or more) purchase parking permits. Information about parking permits can be found on the [Institutional Planning and Operations](#) website. You can register online, and the cost of parking is debited from your bi-weekly paycheck. "Permit" is a bit of a misnomer as you will not receive a physical permit or decal. Instead, Rutgers utilizes license plate recognition technology to read your car license plate to confirm that it is registered.

Virtually all of your parking needs can be addressed through the Parking and Transportation Services website, which is a relief, as the Department of Transportation Services at Rutgers is notoriously the most difficult to get a live person on the line. (Just a warning.)

Not all Rutgers parking spaces are equal. There are three types of parking spaces: regular, guaranteed and reserved. Do not park in a guaranteed or reserved spot if you have a regular parking permit. Those with regular permits might have to walk a few blocks further to get to work. Since March 2020, with more faculty and staff working remotely, parking has not been as much of a problem as it was before the COVID pandemic.

Campus Shuttles

Rutgers University has a [bus system](#) that operates on 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.

There are several mobile apps that can be downloaded that provide schedules as well as arrival times, including the [Passiogo App](#).

NetID

One of the first things that will be assigned when you start at Rutgers is a NetID. According to the University, "All faculty, staff, students, and guests are assigned a Rutgers unique identifier known as a NetID, comprised of initials and a unique number (e.g. jqs23)." You will need your NetID to access many of

the electronic services available to you at Rutgers and the School of Nursing, including your email and Canvas. Your email address is based on your NetID.

ID Card

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

The first step is to upload your photo online at least 2-3 days prior to your first day of work (tips on submitting your photo can be found here). New employees will receive their RU ID at the University Human Resources new employee orientation on the first day of employment. If you are attending virtual orientation, are not attending orientation, or were previously issued an RU ID, you will need to visit an ID Card Service Center to obtain your RU ID.

- There is no fee for your first RU ID. All replacement cards are subject to a $20.00 replacement card fee.
- Hours of operation of all ID Card Service Centers can be found on the website.

My.rutgers.edu and Viewing Your Paycheck

Log into my.rutgers.edu using your NetID and password. Take a few minutes to become acquainted with your dashboard. Click on all of the icons on your home page. The following might particularly interest you:
- "My Paycheck" is where you go to view your biweekly paycheck, sign up for direct deposit, view your W-2 and W-4s, and much more.
- "Fiscal Year Absence Summary" is where you can view how many vacation, sick, personal and mandatory leave days you have available.

Click on the "Apps" icon (in the red ribbon that runs down the left side of the screen). This is how you can access any of the hundreds of University Apps including the Concur Travel & Expense app, IRB, Banner, email, your calendar, and RU Marketplace.
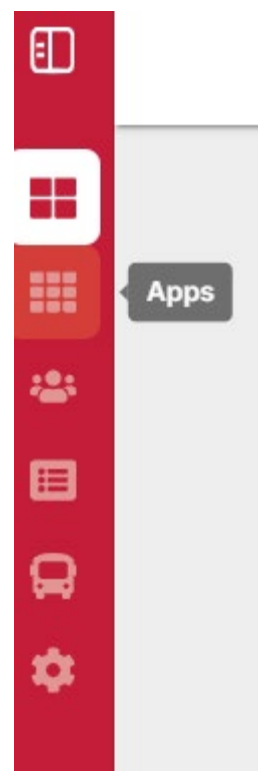
Employee Discounts and Affiliated Credit Unions

Employee Discounts

As a Rutgers employee, you are eligible for discounts from local and national vendors. There are Rutgers University discounts and non-Rutgers University discounts. The non-Rutgers University discounts are managed by Abenity.

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
- Rutgers Federal Credit Union

Where Can I go to get Lunch or a Beverage?

Rutgers Health-Newark Campus (Bergen Building)

If you bring your own lunch, there are three kitchens in the Bergen Building where you can store or heat your lunch:
- 14th floor: There is one kitchen on the south wing.
- 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:

- GA-Level: There is a Farmer's Fridge, Junk food vending machine, and Coca Cola vending machine on the GA level, front entrance (the entrance facing Bergen Street).
- GB-Level: There are vending machines in GB33, which is a School of Health Profession Student area. It 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:

- Food Trucks: There are two or three 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 and falafels. You can order from any of the trucks in advance.

- The University Hospital Cafeteria, Garden Café/Bistro is on the B-level of the University Hospital. It includes a cafeteria serving 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:
  - Gyro King
  - Sakura Japan, Teriyaki and Sushi
  - Blimpie Sub Shop
  - Aunty Lizzy Restaurant, which serves cuisine from Ghana
  - Tea Room Café Newark
  - 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.

Rutgers Newark Campus (Ackerson Hall)

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

- First-floor kitchen (adjacent to the Dean's Lounge). Access is via your ID (swipe).
- Second and Third-floor kitchens: 198 901

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

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

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

The Rutgers University website (https://dineoncampus.com/rutgersnewark) lists the following on campus dining:

- Starbucks, 1 Washington Park, Newark (Business School)

- 1 Park Bistro, 1 Washington Park, Newark (Business School)
- 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 Robeson Food Court, JBJ Soul Kitchen, Starbucks, and On the RU_N.

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

See also Dining | Rutgers Newark Student Affairs.

New Brunswick, College Avenue Campus
There are plenty of places to eat on campus.

However, there are also many restaurants in New Brunswick.

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

If you want to buy lunch, consider:

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

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

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

Part IX: Appendices

Appendix 1: Orientation Checklist

Task/Activity	Completed	Comments
Technology-related tasks/activities		
Obtained NetID		
Set up email		
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 and COVID vaccines (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: • 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: • 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 your name has been added to 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 an appointment to discuss with the 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