UNIVERSITY OF DELAWARE

SCHOOL OF NURSING

FACULTY HANDBOOK

Revised: 8/08/2012

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College of Health Sciences Faculty Constitution

Approved by faculty 4/16/2012

UNIVERSITY OF DELAWARE COLLEGE OF HEALTH SCIENCES

Constitution and Bylaws of the Faculty of the School of Nursing

We, the members of the Faculty of the School of Nursing of the University of Delaware,

Dedicated to the continual improvement of the School, College, University, and community through the pursuit of excellence in teaching, research, technology, and service;

Convinced that it is the obligation and responsibility of each member of the Faculty to participate in the formulation and implementation of policies on curriculum, instruction and operation of the programs of the school,

Do hereby establish the Faculty of the School of Nursing to constitute the official channel of faculty recommendations on all matters which bear upon the academic programs of the school.

The School of Nursing follows the Constitution of the College of Health Sciences and establishes the Bylaws of the School.

ARTICLE I

GENERAL POWERS

A.   Consistent with the Charter of the University, the Bylaws of the Trustees, the Constitution and Bylaws of the Faculty of the University, and the Constitution and Bylaws of the Faculty of the College of Health Sciences, the Faculty of the School of Nursing is empowered to exercise the powers necessary to develop, implement, and evaluate the academic programs of the School.

B.   The School Faculty has the following functions as delegated by the University Faculty through its Senate:

> 1.   to seek the continual improvement of academic programs, standards, achievements in the school;
>
> 2.   to take an active role in the guidance, planning, and administration of the instructional, research, and service activities of the school;
>
> 3.   to serve as the official channel for the expression of School Faculty opinion; and
>
> 4.   to consider and make recommendations to the School Director concerning policies governing all matters of faculty welfare. These may include but are not limited to appointments, leaves, sabbaticals, promotions, tenure, and dismissal of Faculty members.

C.   The School Faculty has the responsibility for initiating recommendations to the College Faculty regarding the:

1. curriculum for each academic program of the school,

2. educational and academic standards of the school,

3. requirements for admission,

4. requirements for degrees and certifications, and

5. conduct of formal exercises and public functions held under the auspices of the school.

D.   The School Faculty shall designate individuals to represent the school at special meetings, ceremonies, and celebrations.

E.   Nothing in this Constitution shall annul any written provisions authorized by the Board of Trustees prior to or established after the adoption of this Constitution.

ARTICLE II

MEMBERSHIP OF THE FACULTY

A.   Faculty

The Faculty shall consist of Professors, Associate Professors, Assistant Professors, Instructors, and School Director. A faculty member on temporary leave shall retain his/her status and voting privileges. Only full-time faculty shall have voting privileges in school matters. In the case of course related matters, faculty appointed to fifty percent or more time shall have voting privileges.

B.   Director

The School of Nursing shall be headed by a Director (or Interim Director). The Director will serve as the chief representative of the school and shall have administrative authority over school affairs as outlined in the Policy Guide for School Chairs and Academic Program Directors. The Director shall exercise leadership within the school. The School Director shall have final authority to make budgetary recommendations to the Dean of the College. In keeping with University policy, the Director shall serve a term of five (5) years. At the time of hiring or renewal faculty will indicate their recommendation by forwarding the results of a formal vote to the Dean and/or appropriate committee.

ARTICLE III

AMMENDMENTS

The Constitution may be amended only by a two-thirds vote of the ballots cast by the total voting faculty. Written notice of intent to amend must be received by all voting faculty one week prior to the meeting at which they will be discussed.

B: SCHOOL MISSION, PHILOSOPHY, & ORGANIZATION

Mission Statement

The mission of the School of Nursing of the University of Delaware is threefold:

- to provide both a liberal and professional education to students of nursing;
- to generate and refine nursing knowledge through nursing research and evidence-based practice; and
- to serve society through professional and volunteer outreach to individuals, families, and communities.

SON Faculty approved: 3/19/12

9/12/2011 approved

Philosophy

The School of Nursing derives the general principles of its philosophy from the philosophy and functions of the University of Delaware. The faculty of the School of Nursing is responsible for implementing the nursing education component of the three University functions of teaching, research, and service.

The faculty views human beings as biopsychosociocultural systems that have all the properties of open systems. Human beings possess universal needs which influence their capacity for intellectual, emotional, social, and humanistic accomplishments. As they interact with the environment, human beings make choices and decisions that influence need satisfaction.

A society is an organization of individuals and groups that, through interactions, form communities of various sizes and descriptions. Societies are dynamic in nature and culturally diverse. Societies assure that the needs of their members are met. Individuals, families, and communities develop social roles, identities, and values through opportunities provided by the society in which they live.

Because humans are integrated beings, health embodies biological, psychological, and sociocultural dimensions. Health is a state of being that fluctuates between varying degrees of wellness and illness. When human needs are altered, varying levels of equilibrium within health may result. If self-regulatory processes fail to maintain or restore wellness, individuals may become functionally inadequate and unable to develop or survive.

Nursing, as a profession, is an essential component of the health care delivery system. Nursing is based on a rapidly expanding body of scientific knowledge and skills that promotes the achievement, maintenance, or enhancement of dynamic equilibrium across the lifespan. Through the nursing process and nursing research, nurses use the scientific method to advance knowledge and practice in the discipline.

The faculty of the School of Nursing believes that a major goal of education is to develop socially responsible individuals who can think critically, logically, and creatively. The educational system promotes the intellectual, emotional, and social growth of each individual. The goal of the educational process in nursing is students' internalization of values and beliefs consistent with the roles of professional nurses. An environment conducive to effective learning is one in which learners and teachers share mutual goals, mutual effort, and mutual respect for individual and cultural differences. Educational outcomes of the teaching/learning process are best achieved when learners are active participants and teachers are role models and facilitators.

Baccalaureate education in nursing prepares learners with diverse educational backgrounds for the first level of professional nursing, the generalist level. Through systematic and sequential experiences, baccalaureate students learn to use critical thinking and make independent judgments, to integrate nursing theory and nursing practice, and to provide comprehensive nursing care to individuals and families in a variety of settings. As professional nurses, baccalaureate graduates evaluate current practices, define ways of improving the quality of professional nursing practice, and use research findings in describing, evaluating, and improving practice. As generalists, professional nurses deliver direct nursing care and are prepared to assume leadership responsibilities in guiding and directing others in the provision of nursing care. In addition, professional nurses collaborate with colleagues and other health professionals in health care delivery. In an ever changing society, baccalaureate nurses participate in defining the emerging roles of professional practice.

Graduate education in nursing builds on theories and practices acquired at the baccalaureate level and provides the basis for doctoral study in nursing. Graduate education socializes learners to advanced nursing roles. Nurses in advanced roles influence the quality of nursing practice and the direction of health

care delivery. As nursing specialists, administrators, and/or nurse practitioners, they function independently and interdependently with peers and members of other health care disciplines in direct and indirect care of individuals, families, and community groups. In addition, these nurses are capable of generating scholarly activity and of defining, developing, and adapting to present and emerging advanced roles in nursing. They serve as leaders in professional, civic, and/or community organizations and may be actively involved in political/legislative arenas.

In addition to providing opportunities for formal, degree-granting programs, the faculty of the School of Nursing is committed to providing ongoing education for nurses in conjunction with the University Division of Continuing Education. The faculty believes that life-long learning is a means for achieving a satisfying and productive life and is of paramount importance in the delivery of safe, effective, and efficient health care.

Organizational Framework

The curricula of the School of Nursing are based on the College philosophy and organizational framework. The framework was developed by the faculty as a tool which provides a method of organizing learning experiences to promote an understanding of clients and their interaction with their environment.

Further, this organizational framework represents the faculty's beliefs about nursing and provides a frame of reference for situations which lend themselves to theory testing. The ultimate goal of the organizational framework is to assist the student to implement professional nursing practice.

The organizational framework of both undergraduate and graduate curricula is built on four major concepts: clients, environment, health, and nursing. These are interactive and open systems.

A system is an organized unit with a set of components that mutually react. The system acts as a whole. Systems may be open or closed. Open systems must interact through the exchange of information, energy, and material to maintain a state of dynamic equilibrium. The client (individual, family, and community) openly interacts with the environment. The nurse promotes client health and environmental interaction by providing energy and feedback to the system.

Concepts and Subconcepts

Clients are individuals, families, groups, communities, and populations with biopsychosociocultural dimensions. Client systems are interdependent yet have definable structures, relationships, and boundaries.

Biopsychosociocultural dimensions refer to clients biological, psychological, and sociocultural components of health across the lifespan.

Environment is the setting in which nursing occurs and the dynamic surroundings of the client, including the physical, psychological, social, ecological, and cultural contexts.

Health is a state of being that fluctuates between varying degrees of wellness and illness. Health embodies the subconcepts of promotion, prevention, restoration, and maintenance.

Health Promotion: Is the process of assisting clients to enhance well-being through behaviors that promote health and maximize potential.

Disease Prevention: Is the process of protecting clients from disease, illness, and injury. The specific levels are classified as: primary, secondary, and tertiary. Primary prevention involves stopping the development or occurrence of disease, illness, or injury. Secondary prevention focuses on the early detection and treatment of disease or illness. Tertiary prevention involves rehabilitation to limit excess disability, complications, and/or death.

Health Restoration: The process of assisting clients to return to an optimal state of health.

Health Maintenance: The process of preserving an optimal level of health.

Nursing is a profession that promotes health with clients. Nursing includes the following roles: caregiver, critical thinker/problem solver, researcher, advocate, teacher, collaborator, and leader.

Caregiver: In this role, the bachelor's prepared nurse provides safe, competent, culturally sensitive care.

The master's prepared caregiver is an expert clinician who provides, guides, directs and evaluates the nursing care delivered to the individual, family and community.

Critical thinker/problem solver: The nurse as a critical thinker engages in a deliberative process of analysis, synthesis, and evaluation of facts, theories, principles, and interpretations. In this role, the nurse organizes experiences, creatively approaches problems, and gives explanations.

Researcher: The bachelor's prepared nurse is a research consumer. In this role, the content, method, and applicability of research findings are applied to practice.

The master's prepared researcher identifies current researchable problems, collaborates in research, and evaluates and implements research findings that have an impact on nursing and health care.

Advocate: The nurse provides for the protection of client rights. The nurse also secures care for all clients based on the belief that clients have the right to make informed decisions about their own health.

Teacher: The nurse as teacher promotes health-related learning through formal and informal activities/interaction with clients.

Collaborator: Establishes relationships with clients, families, health care providers, and members of other disciplines. In this role, the nurse coordinates services to facilitate health.

The master's prepared nurse collaborates in interdisciplinary efforts to provide health care and improve health care delivery systems at local, state, and/or national levels.

Leader: The bachelor's prepared nurse as a leader guides change, strategically manages, employs vision, and provides motivation both for clients and staff in all environments, including health systems, communities, and the political arena.

The master's prepared nurse leader defines, develops, and implements current and emerging nursing roles and interprets and promotes professional nursing and health care to members of the professions, other disciplines consumers and legislators.

Bylaws of the Faculty of the School of Nursing

BYLAWS: ARTICLE I ORGANIZATION AND PROCEDURES

A. **Director**

The Director of the School of Nursing shall chair the School F a c u l t y meetings. The Director shall appoint a member of the School to serve as Director Pro Tern whenever the Director is unable to attend a scheduled meeting of the School or wishes to take the floor at a meeting.

B. **Meetings**

The School Faculty shall meet on a regular basis as determined by the Director. The Director shall submit written notification of the dates by the end of the first month of each academic semester. School meetings are open to professional staff.

I. **Special Meetings**

Special meetings of the School may be called by the Director upon: (I) the request of a Director of a School committee, (2) petition of twenty (20) percent of the School Faculty, or (3) a majority vote of the School Faculty at a regular or special meeting. Written notice of special meetings shall be given to the Faculty no less than seventy-two (72) hours (excluding Saturdays and Sundays) in advance. Whenever possible, one week's notice should be given. The notice of a special meeting shall designate the purpose(s) of the meeting. No business shall be transacted other than that specified in the notice.

2. **Agenda**

The agenda for a School Faculty meeting shall be established by the Director with the assistance rrom the Governance Committee and shall be distributed to the School Faculty and professional staff at least one week in advance of a regular meeting. Recommendations submitted to the Director rrom School committees must be included on the agenda. Items may be added to the agenda upon a majority vote of members present at a regular meeting. Proposals for substantive changes in curricula or in policies of
the School may be added to the agenda and discussed if the addition is approved by a majority vote, but
action must be postponed until a subsequent, regular or special meeting.

3. **Quorum**

A simple majority of the full-time voting membership of the School Faculty shall constitute a quorum.

4. **Conduct of Business**

The order of business shall be call to order, approval of minutes, approval of agenda, committee
reports, old business, new business, announcements, adjournment. The School Faculty shall abide by its own rules of procedure, but in cases where it has adopted no explicit rules, or where applicability or interpretation of rules is in doubt, Robert's Rules of Order (latest edition) shall govern.

5. **Faculty Recorder and Minutes**

A Recorder shall be an administrative assistant appointed by the School Director. A record of each School meeting shall be prepared and available on the shared server to each School member and the Director of the School of Nursing within two weeks of the meeting reported. A permanent copy of School meeting minutes shall be accessible on-line on School of Nursing shared server.

BYLAWS: ARTICLE II

GENERAL PROVISIONS OF SCHOOL COMMITTEES

A.   General Functions

The functions of the Committees of the Schools are: **(I)** to investigate, advise and recommend regarding designated areas; (2) to carry out assigned duties; (3) to report to the Faculty and the School Director.

B.   Standing Committees

I.   Eligibility

Each member of the voting Faculty shall be eligible for membership on standing committees with the power to vote. The School Director and Assistant Director are *ex-officio* members of all School committees except Promotion and Tenure, Governance and Student Affairs. All matriculated students in the School of Nursing shall be eligible for membership, with the power to vote on selected committees of the School.

2.   Selection of Members

a.   Elected Committees (Committee on Governance, Promotion. Tenure & Review Core

Committee) I)   Elections shall be conducted annually by the Committee on Governance.

Regular elections
  for committee members will be held by April 30, with responsibilities beginning on September I.
2)   If a tie should occur in the election, a second election for that position will be held.
3) In the event a vacancy occurs during the academic year, the Committee on Governance shall
  conduct an election to fill the vacancy for the unexpired term.
4)   Two weeks before the election deadline, the Committee on Governance shall prepare a slate of nominees. Nominees shall also be received from the Faculty and placed on the ballot.
5)   A mail or computerized ballot shall be conducted by the Committee on Governance.

b.   Appointed Committees (Curriculum, Student Affairs, Graduate Education, Safety, Educational
    Assessment Committee).

I)   Appointments to other standing committees shall be made by the School Director with responsibility beginning on September I (except for the chairperson of the Promotion, Tenure & Review Core Committee who begins responsibilities in May).
2)   In the event a vacancy occurs during a term, the School Director shall appoint a replacement
    for the remainder of that person's term.

3.   Terms of Office

The term of office for elected or appointed faculty members shall be for two years for a staggered **term, once renewable for all committees. Under special circumstances, exclusions to this rule** may be determined by the Governance Committee.

4. **Chairpersons of Committees**

Chairpersons of a standing committee shall be selected by the committee members. The terrn of the **chairperson shall be one year, once renewable, except under special circumstances.**

5. **Procedures**

   a. A majority of faculty committee members must be present for major action to be taken on matters that are to be brought before the School Faculty.

   b. All committee meetings will be open to faculty and professional staff with the exceptions being the School Promotion, Tenure and Review Committee and Governance Committee meetings, unless a majority of the committee members present vote to have a closed meeting.

   c. All committee members, including the committee chairperson, shall have voting powers. Students shall have voting privileges on selected committees. *Majority vote carries as per Robert's Rules.*

   d. Minutes of meetings shall be prepared and be distributed to each committee member within two weeks of the meeting. A School copy will be available to other School faculty. Copies of minutes shall be kept in a master committee folder on the shared nursing server (Samba).

   e. All committees shall supply an annual report of activities to the School Director prior to the last School meeting in May. These reports shall be filed in the master committee folder on the shared server and shall be distributed to each School member, School Director, and the Dean. The annual report shall contain:
      Purpose of the committee
      Membership
      Number of meetings
      Actions taken and the committee's
      rationale Recommendations referred tor
      Faculty action **Matters still under consideration**
      Recommendations for future deliberations of the committee

C. **Ad Hoc Committees**

Ad hoc committees may be formed by the Dean, School Director, School Committee Chairpersons, and the School Faculty for a specific purpose. These committees shall be dissolved upon acceptance of a final report or by the organizer.

BYLAWS:ARTICLE III
SCHOOL COMMITTEES

A.   Promotion. Tenure and Review

I.
Composition
:

a)   The Promotion, Tenure & Review Core Committee will consist of 3 tenured faculty members, one of whom is designated chair.

b)   The Dossier Evaluation Subcommittee (DES) shall consist of all voting members
of the
School of Nursing at or above the rank for which the candidate is being considered. The DES
designates a chairperson for each candidate being considered.

2.
Appointment
:

a)   The Promotion, Tenure and Review Core Committee will be elected.

3.   **Functions:**

a)   The DES critically evaluates the dossier of candidates for promotion, tenure and periodic
review and makes recommendations to the Director.
   i. All committee members at or above rank of the candidate shall comprise the dossier
evaluation sub-committee.
   ii. A separate chair/presider will be selected by the respective dossier evaluation sub-
   committee for each candidate.
   iii. Candidates for promotion/review are excluded from deliberation and voting on their own application.
   iv. Operations of this committee are detailed in the School of Nursing Guidelines for
Promotion, Tenure and Review

b)   The Promotion, Tenure and Review Core Committee makes recommendations to the faculty **regarding operational aspects of criteria and policies for instruments and/or procedures used in** evaluation of faculty; and

c)   The Promotion, Tenure and Review Core Committee approves appointments of adjunct faculty.

B. Governance:

1.   Composition:

a. One faculty member from each of the following academic ranks (professor, associate professor, tenure track assistant professor, clinical non-tenure track assistant professor/ instructor) who has been a fulltime School of Nursing faculty for at least three years and the School Director.

b. One faculty will serve as chairperson.

2.   **Appointment:**

   a. The School of Nursing Faculty elect committee members.

3.   **Functions:**

   a. Committees and Nominations
      I)   Conduct nominating and voting procedures designated by the School Bylaws. Notify
            faculty of election results as appropriate.
      2)   Solicit and recommend student members for committees as specified in the School
            Bylaws.
   b. School Bylaws & Policies
      I)   Review the School Bylaws, Policies, and the Faculty Handbook every two years
            or more often as needed.
      2)   Coordinate Faculty Handbook and Policy revisions received from other school
            committees.
      3)   Revise and recommend changes in School Bylaws, Policies, and the Faculty
            Handbook as needed.
   c. Faculty Searches
      I)   Advise School Director on selection of an *ad hoc* committee to conduct a search
            for open faculty positions.
      **2)   One member of the Committee on Governance serves on the *ad hoc* search
            committee.**

3) Insure that faculty have an opportunity to recommend candidate's eligibility for rank and **hire.**

d. Faculty Support and Development
   I) Plan and coordinate new faculty orientation.
   2) Oversee faculty development activities of the School.
   3) Establish teaching and research mentorship.
   4) Foster the dissemination of faculty accomplishments internally and externally. e. Faculty Liaison
   1) Function as liaison between faculty and School Director as needed. f. Budget and Workload
   I) Serves as a forum for issues related to workload allocation.
   2) Make recommendations to School Director on allocation of School budget.

C.   Curriculum

    1.   Composition:

       a. Five or more faculty members
          including: I)   Traditional BSN Coordinator,
          2)   Accelerated BSN Coordinator,
          3)   RN-BSN, RN-MSN Coordinator
          4)   the facilitator of the Nursing Honors Program,
          5)   NLN Coordinator,
       b. One or more undergraduate nursing students.
       c. School Director, Assistant Director *ex-officio*

    2.   **Appointment:**

       a. The School Director appoints committee members.
       b. One of the program coordinators will serve as chair of the committee.

    3.   **Functions:**

       a. Assure that undergraduate curricular components are consistent with College and School mission statements, philosophy, and curricula expected outcomes;
       b. Review and recommend approval of new undergraduate courses, including independent studies counted as NURS4lls.
       c. Review and/or recommend changes in undergraduate course objectives, content, focus or
       credit allocation;
       d. Evaluate, monitor, and recommend changes in undergraduate curricula based on department
       evaluation models;
       e. Make recommendations for changes in undergraduate degree requirements to the appropriate
       College and University committees.
       f. Review and update Undergraduate Program web pages as necessary. g.   Develop and revise guidelines and policies for online teaching
       h. Conduct periodic review and evaluation of online/hybrid courses.

D. <u>Graduate Education</u>

I. **Composition:**
   a. Coordinator of the Clinical Nurse Specialty program.
   b. **Coordinator of the Health Services Administration program.**
   c. Coordinator of the Nurse Practitioner program.
   d. Coordinator of the PhD in Nursing Science program.
   e. At least one additional faculty member who teaches in a graduate
   program. f.   One graduate student as a voting member.
   g. **School Director and/or Assistant Director, *ex-officio.***
   h. Two student alternates to be selected by the Director when a graduate student appeal
   is heard.

2. Appointment:

   a. The School Director appoints committee members.
   b. One of the program coordinators will serve as chair of the committee.

3. **Functions:**

   a. Conduct periodic review and evaluation of the individual courses and the
      curriculum of the graduate program.
   b. Review proposals for curriculum development and make recommendations to School
   Faculty c.   Make recommendations for changes in degree requirements to the
   appropriate College and
      University committees
   d. Recommend to the School Faculty policies for admission to, progression in, and
   graduation
      from the graduate program
   e. Review the academic standards (ex. national guidelines) tor graduate
   study f.   Conduct periodic review of the graduates of the program
   g. **Review applications for admission to the program as necessary**
   h. Make decisions about exceptions to academic policies as requested by applicants or
      graduate students
   i. **Make recommendations on awards and honors as appropriate**
   J. Coordinate honors day activities (as related to graduate students) with the SAC
   k. Provide student orientation to the graduate program
   I. Participate in hearing appeals according to the policies for graduate student appeals
   m. Periodically review the graduate program policy manual and make
      recommendations for change as needed
   n. Develop an annual recruitment plan
   o. Review and update Graduate Program web pages as necessary

4. <u>Nurse Practitioner (NP) Sub-Committee</u>

   a. Composition: All part time and full time faculty members with NP credentials who
   teach in
      **NP clinical courses are eligible for committee
                        participation.**

   b. Appointment: The School Director appoints subcommittee

   members. c.   Functions:

l) Address student issues specific to NP courses

2) Conduct periodic review and evaluation of the NP program curricula with recommendations to be made to the Graduate Education Committee

3) Review and apply specific NP program standards (NONPF National Task Force Criteria) to curriculum

4) Make recommendations related to course offerings/timing

5) Monitor student progression in NP programs

6) Provide expertise on certification requirements/issues

7) Access and evaluate preceptors/clinical sites for NP students

5.   Health Services Administration(HSADl Sub-Committee

a. Composition: All part time and full time faculty members who teach in HSAD courses are eligible for committee participation and one matriculated graduate student. A minimum of 4 of these faculty will be committee members. These faculty members may represent another discipline, e.g. Business, Communications, if providing coursework in the HSAD graduate program.

b. The Chair of this committee shall be the Health Services Administration program coordinator and will also serve as a member of the Graduate Education Committee in the School of Nursing (SON).

c. Appointment: The School Director appoints subcommittee

members. d.   Functions
l) Develop and review policies and procedures for the MSN-HSAD and MS-HSAD degree.

2)   Review curriculum to assure content comprehensiveness. Review and/or recommend changes in course objectives,   content, focus, and credit allocation. Curricular decisions made by the Health Services Administration Governance Committee shall be brought to the SON Committee for Graduate Education.

3) Make recommendations related to course offerings/timing.

4)   Make recommendations to the SON Graduate Education Committee for admission of students to the Health Services Administration Graduate program.

5) Make recommendations for the assignment of academic advisors to students.

6)   Review progress and performance of students in the HSAD program and take appropriate action in cases of substandard performance.

7)   Review course syllabi and make decisions on course substitutions and transfer credits.

8) Develop and periodically update preceptor guidelines for practica. Access and evaluate preceptors/clinical sites for HSAD students.

9) Develop and periodically update guidelines for the HSAD Scholarly Project.

6.   Clinical Nurse Specialist (CNS) Subcommittee

a. Composition: All part time and full time faculty members who teach in CNS clinical courses are eligible for committee participation.

b. Appointment: The School Director appoints standing

subcommittee members. c.   Functions:

I) Address student issues specific to CNS courses and progression in the CNS tract.

2) Conduct periodic review and evaluation of the CNS program curricula using The Criteria for Evaluation of the CNS with recommendations to be made to the Graduate Education Committee

3) Apply specific CNS Core Competencies to curriculum.

4) Make recommendations related to course offerings/timing to the Graduate Education

   Committee

5) Provide expertise on certification requirements/issues

6) Evaluate preceptors/clinical sites for CNS students

7) Propose policies for CNS students to the Graduate Education Committee as needed.

7. **PhD in** Nursing Science Program Sub-Committee

a.
Composition

I) Five faculty members at the Professor or Associate Professor rank and who teach in/have experience teaching in a PhD program.

    a. Three will be SON faculty, one of whom is coordinator of the PhD Program.

    b. Two will be external to the SON and hold joint/secondary appointments in the

       SON

2) The PhD Program Coordinator (appointed by the School Director) will chair the **committee.**

3) One PhD in Nursing Science student as a voting member.

4) School Director, School Assistant Director, *ex-officio*

5) Two student alternates to be selected by the Director when a PhD in Nursing Science

    student appeal is heard.

b. Appointment: The School Faculty appoints subcommittee members to serve a two-year term.

c.
Functions:

I) Conduct periodic review and evaluation of the individual courses and the curriculum of the PhD in Nursing Science program.

2) Review proposals for curriculum development and make recommendations to School

    Faculty and Graduate Education Committee.

3) Make recommendations for changes in degree requirements to the graduate Education

    Committee and appropriate College and University committees.

4) Recommend to the School Faculty policies for admission to, progression in, and

    graduation from the PhD in Nursing Science program.

5) Review applications for admission to the program-applicants who meet admission criteria may be invited for an admission interview with the committee.

6) Assist in the selection of academic advisors for doctoral students based on research areas

    of interest, an appropriate faculty match and faculty willingness to work with students.

7) Evaluate student eligibility for fellowships and other financial support.

8) Make recommendations on awards and honors as appropriate; coordinate honors awards activities (as related to doctoral students) with Student Affairs Committee.

9) Participate in hearing appeals according to the policies for PhD in Nursing Science **students.**

10) Conduct periodic review of the graduates of the program.

E.   <u>Student Affairs</u>

I.   Composition:

a.   Five faculty members (minimum one tenured faculty).
b.   At least one student from the undergraduate programs.
c.   Assistant Dean for Student Services, *ex-officio*

2.   Appointment:

a.   The School Director appoints committee members.

3.   Functions:

a.   Collaborate with the Assistant Dean and the School Director on matters related to **undergraduate academic advisement;**
b.   Orient faculty to undergraduate student advisement procedures;
c.   Collaborate with faculty to handle undergraduate student progression issues;
d.   Consider and make decisions about exceptions concerning undergraduate academic policies
    according to the School's appeal
        process;
e.   Consider and make decisions about nursing course substitutions and sequence;
f.   Periodically review student policies and procedures and make recommendations for change as needed; and
g.   Coordinate undergraduate student honors and awards. F. Safety

I.   Composition:

a.   One faculty member.
b.   One professional staff or salaried staff person
c.   One student
d.   One representative from the simulation laboratory
g.   Director of University's Department of Environmental Health and Safety (or designee), *Ex*

    Officio
h.   School Director, Assistant Director, ex-officio

2. Appointment:

   a. The School Director appoints committee members.

3. Functions:

   a. Assure safety inspections of operations and t1lcilities including storage and store room areas,
teaching laboratories, are conducted. Inspections should be conducted at least quarterly b.   Advise and seek guidance from the School Director in matters pertaining to safety;

   c. Recommend and/or develop safe practices and procedures such as those related to removal of hazardous waste;
   d. Assist fellow employees and students to comply with safety and health rules through the Right **to Know program and annual documentation of immunization status. Bloodborne Pathogen** training is required for anyone who might have contact with any type of body fluids;
   e. Address the safety concerns of fellow School members;
   f. Perform other safety related functions as assigned by the School Director; and
   g. Meet as needed, but no fewer than four times per year and submit an annual report of Committee activities to the University Department of Environmental Health and Safety and the Director of the School of Nursing. ·

G. <u>Educational Assessment</u>

   I. Composition

      a) Four or more faculty members (minimum one tenured faculty)
      b) At least one student representative; and
      c) School Director, Assistant Director, *ex-officio.*
      d) University Assessment Fellow, ex-officio

   2. Appointment

     a. The School Director appoints committee members.

   3. Functions

     a. Periodically review and revise program evaluation plan to ensure consistency with school goals and program outcomes.
     b. Maintain ongoing processes for assessment of School structure and function.
     c. Coordinate assessment efforts of various committees and responsible parties.
     d. Design a system to facilitate data analysis, dissemination, and follow-up
     e. Evaluate assessment tools as needed.
     f. Coordinate the administration of end of program exit survey and alumni survey

<u>BYLAWS: ARTICLE IV</u>
AMENDMENTS

The Bylaws may be amended only by a two-thirds vote of the ballots cast by the total voting faculty. Written notice of intent to amend must be received by all voting faculty one week prior to the meeting at which they will be discussed.

Approved by the School of Nursing Faculty on June I, 2010.
Revised and approved by School of Nursing Faculty on September 12, 2011.
Revised and approved by School of Nursing Faculty on April 16, 2012 - p. 6,

Organizational Chart

```
                                    Director
                                    K. Schell

                        Administrative Assistant
                              B. Sclavos

        Assistant Director –     Assistant Director      Faculty      Nurse Managed Health
            E.Wheeler            Research &                            Center Director
                                 Development– P.Klemm                  A. Prettyman

    Sim Lab Coordinators    Academic Coordinator                      Committees
    A. Cowperthwait,             Fay Wood
    L.MSnyder

    Office Coordinator,     Clinical Coordinators
    Graduate Programs       H. Skopowski, D. Hrivnak
    Joanne Marra

    SON Recruitment &
    Marketing Officer
    A.DeCaire

PhD Coordinator    NP Coordinator    CNS Coordinator    HSAD Coordinator    Traditional BSN    Accelerated BSN    RN-BSN, RN-MSN
V. Rempusheski     A. Prettyman      J.Selekman        J. DeRanieri       Coordinator        Coordinator        Coordinator    K.Avino
                                                                          J. Waterhouse      P. Drake

                                                                          Honors Program
                                                                          Coordinator
                                                                          E. Hayes
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C: FACULTY WORKLOAD AND EVALUATION

Faculty Workload Policy

Approved by Faculty: June 10, 2011

The Faculty Workload Policy of the School of Nursing is congruent with the academic program needs and school priorities and operates in compliance with all University policies and collective bargaining guidelines. Faculty may be tenure track or non-tenure track; they assume responsibility for classroom, laboratory, and clinical teaching as required by the academic programs. Faculty workloads are coordinated by the Director of the School of Nursing. Assignments are negotiated during the annual evaluation that occurs each spring.

Workload shall be allocated among the relevant areas of endeavor for each faculty member in terms of percentage of effort, as agreed upon by the faculty member and the Director. Professional contributions shall be considered under the workload domains of teaching, scholarship, or service in accordance with the specifications in the School's Guidelines for Faculty Promotion and Tenure.

Standard Expectations of Tenure Track Faculty

All full-time tenured and tenure-track faculty members in the School of Nursing are expected to engage in teaching, scholarship and service including faculty governance and the development and effective conduct of academic programs. In situations where courses are team-taught, credit/contact allocations can vary from those credits assigned to the course. Although members of the faculty are normally required to teach only during the spring and fall semester, as the Faculty Handbook makes clear responsibilities of faculty members do not cease at other times during the year. In particular, it is expected that the summer months will be used "for reading, study, research, and travel related to the professional development of the faculty member as well as for providing a reasonable period for relaxation." (Section 4: Personnel Policies for Faculty) Workloads for tenure track faculty shall include weighted components designated for teaching, scholarship, and service.

Teaching Expectations

The typical workload for a tenure track faculty member on a 9-month contract will be 6 to 9 credit contact hours per week per semester, which constitutes 50-75 percent teaching, with the balance of workload being scholarship and service (typically 20 percent and 5 percent respectively). Non-clinical didactic courses typically have 2-4 credit-contact hours per week. Undergraduate Clinical courses are 6 teaching contact hours per rotation. Special problems and independent studies are not considered to be regular courses but can be part of an administered load.

Faculty members may be expected to advise students and be available as required for this purpose. Each faculty member is also expected to undertake such other teaching-related activities as are normally expected of a faculty member at a major university, such as attendance at school functions, participation in curricular planning, student recruitment events, safety training, and so forth.

The teaching portion of each individual's workload will not be in excess of 12 credit-contact hours or in excess of 18 teaching contact hours per semester of the academic year.   Teaching activities are outlined in the School of Nursing Faculty Handbook. Provisions related to teaching are outlined in Attachment #1.

Scholarship Expectations

The typical faculty workload for scholarship may vary depending on negotiation with the Director and ranges from 0% to 75%. The production of original scholarship and its publication in scholarly journals, monographs and books and/or presentation at professional meetings is a significant component of faculty workload. Each faculty member is expected to engage in scholarly research and activities that lead to publication on a regular basis. Scholarship activities include grantsmanship, research, publications, and presentations and are outlined in the School of Nursing Faculty Handbook.

Service Expectations

The typical faculty workload for service may range from 5%-10% of the full time workload. Activities consist of service to the University, the profession, and the community and are outlined in the Promotion and Tenure document of the School of Nursing.

Each member of the faculty is expected to serve the School, College, University, and broader community in ways best suited to the faculty member's talents and the needs of the school, college and university. General service obligations include, but are not limited to, participation in faculty governance and demonstrated leadership and active participation in the development and effective conduct of the academic program. Regular participation on School committees and student recruitment and retention activities that contribute to the mission of the School is part of the responsibility of all faculty.

Service activities consist of service to the University, the profession, and the community and are outlined in the School of Nursing Faculty Handbook.

Workload Variations for Tenure Track Faculty

The Director may approve requests for nonstandard workloads that otherwise are consistent with the Collective Bargaining Agreement and University policies and procedures. The Director may also assign nonstandard workloads as long as such assignments are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures. Examples of such nonstandard workloads for tenured and tenure-track faculty are summarized below.

Emphasis on Teaching

A tenured faculty member may ask to emphasize teaching and de-emphasize research in his or her workload and thereby ask to teach one or more additional courses during the year beyond the standard assigned workload. If the Director accepts this proposal, the faculty member will be

assigned additional courses and will have his or her teaching workload percentage increased accordingly.

Scholarship Productivity

The Director may reassign teaching and service workload to faculty members whose scholarship productivity has been low, i.e., faculty members who are not actively engaged in scholarship and publication or who have not successfully obtained extramural funding. In such an instance, the faculty member may request a review of his/her research quality and productivity and the director will have the Promotion and Tenure Committee review and provide a recommendation regarding a faculty member's research activity.   In all cases, the faculty member will have the opportunity to submit any evidence deemed appropriate to the committee's tasks. The recommendation(s) of the Promotion and Tenure Committee are advisory; the director has final responsibility for any change in a faculty member's workload. At the Director's discretion the faculty member may be advised to work with the Director to devise a scholarship plan.

Extraordinary Service

With prior approval of the Director, a faculty member who undertakes an extraordinary service role may request a teaching load or research effort reduction. If granted, the faculty member's workload percentages will be adjusted accordingly (For example, President of UD Senate, President of a national professional organization, etc.).

Other Modifications

As long as he or she acts in ways that are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures, the Director retains the flexibility to average workloads over semesters or years. This most likely will occur when it is necessary to assign courses to cover for faculty who are on sabbatical or other leave, to account for co- or team-taught courses, or to take into consideration courses whose time requirements are substantially more (or less) than the typical teaching load. In no case will the Director assign a workload that exceeds the limitations specified by the Collective Bargaining Agreement without the informed written consent of the faculty member. If a teaching assignment results in an overload, extra compensation will be given at the prevailing rate.

Standard Workload Expectations of Continuing Non-Tenure Track Faculty

The standard workload for continuing non-tenure track faculty in the School of Nursing is comprised entirely of teaching and teaching-related activities and will be governed by the duties

defined in their letter of appointment and any amendment thereto and attached to the first and subsequent annual evaluations.

The typical workload of continuing non-tenure track faculty will be 12 credit-contact hours or 18 teaching contact hours each fall and spring semester, which constitutes 100 percent workload. Faculty workload for continuing non-tenured track faculty may vary depending on negotiation with the Director and may include some service and/or scholarship depending on the needs of the School. Each continuing non-tenure track faculty member is also expected to undertake such other teaching-related activities as are normally expected of a faculty member at a major University, such as attendance at faculty meetings, school functions, participation in curricular planning, and participation in student recruitment events, safety training, and so forth.

Workload Variations for Continuing Non-Tenure Track Faculty

In some circumstances, the Director may approve requests for nonstandard workloads that otherwise are consistent with the Collective Bargaining Agreement and University policies and procedures. A continuing non-tenure track faculty member might, for instance, at the Director's discretion be granted a course reduction for undertaking a service responsibility or scholarship activity that is particularly burdensome or that falls outside the envelope of teaching-related activities.

Workload Determinations, Faculty Appraisals and the Summer Program

of Sponsored or Unsponsored Scholarship and Research

All faculty on 9-month academic appointments may request that performance in a summer program of sponsored or unsponsored scholarship and research be included in the annual faculty evaluation. The faculty member must make the request for inclusion of such a program to the Director on an annual basis during the workload planning process. The Director may turn down the faculty member's proposal on substantive grounds related to the content of the proposal, the appropriateness of the proposed program as part of the workload for the faculty member, or the school's needs and priorities.

If the request is granted, the agreement must be documented as part of the individual's workload plan for the subsequent year. Documentation must include a statement of the summer program of scholarship and research, and the expected products of that program, and it must stipulate the duration of the summer program up to three months. When it has been an agreed part of the faculty member's annual workload plan, the summer program of scholarship and research must be considered in computing the overall percentage distribution of faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program.

Re-assignment of Workload

When any faculty member—tenured, tenure-track, or continuing non-tenure track—fails to perform the work that has been assigned during the annual planning process, the Director is responsible for assigning alternative work that in his or her judgment is appropriate to ensure that the faculty member meets his or her full obligation to the School. Such reassignment may occur, for instance, when a scheduled course fails to enroll a sufficient number of students. The Director might, in these circumstances, assign the faculty member to teach a new section of an oversubscribed course for which he or she is qualified or assign the faculty member additional teaching in a subsequent semester. Reassignment to alternative work can occur whenever it becomes clear to the Director that a faculty member has failed to fulfill any element—teaching, scholarship or service—of the original workload plan and there has been consultation with the faculty member regarding his/her failure to meet workload expectations.

Overall, faculty evaluations are closely aligned with the guidelines for merit in the School of Nursing. See Attachment #2 for additional information on evaluative functions.

Attachment #1: General Provisions for Teaching

The maximum teaching component of workload shall not exceed 24 credit contact hours or 36 teaching contact hours per year split approximately evenly between semesters.

Undergraduate clinical courses require 2 teaching contact hours for each credit contact hour of the course. *

Graduate nurse practitioner clinical credits are counted as 2 teaching contact hours for each credit contact hour of the course as determined by the nurse practitioner certification agencies. *

Non-nurse practitioner graduate clinical courses are counted in credit contact hours (1 credit contact hour equals 1 hour).

For didactic classes, 1 credit contact hour equals 1 hour. If faculty share the same scheduled course, the credit contact hours are divided; if they teach different scheduled sections of the same course, they receive the full number of credit contact hours for the section. (Additional negotiation with the Director can occur regarding complex course coordination, course development, use of new technologies, or other variables that may affect the teaching activities.) *

Thirty active graduate or full time undergraduate advisees or a combination of both are equivalent to ½ credit contact hour.*

Primary advisers for theses and scholarly projects receive one credit contact hour per student in the semester in which the student completes the work.*

Chairperson for dissertation committees in the School of Nursing receive 2 credit contact hours per student in the semester in which the student completes the work. *

9.   Special problems and independent studies are counted as one credit contact hour per student in the semester in which the student completes the work. *

10.   Other assignments are negotiated with the Director.

*Citation source: Collective Bargaining Agreement, July 1, 2008-June 30, 2010, Article 11.8, footnote #3.

Attachment #2: Provisions for Faculty Evaluation

Provisions Related to Teaching:

Teaching includes multiple activities/components: didactic, clinical, and on-line teaching; student advisement, mentoring (research groups, serving as preceptor to graduate student, supervision of independent studies/scholarly projects); faculty practice, development of new and innovative courses, course materials, and teaching modalities; program/teaching grants; teaching awards; and consultation.

Teaching performance evaluation will be based on faculty peer evaluation, student course and faculty evaluation, and course materials. Increased depth and breadth of teaching scholarship is seen in curricular design and implementation, and influencing programs of instruction, institutions of higher education, and national education and health care policies as faculty progress through the ranks. Additional teaching activities that will impact positively on the evaluation of teaching are identified in the faculty handbook under *Elaboration of Guidelines from the P & T Document.*

For evaluation of teaching based on student evaluation, the characteristics of courses are taken into consideration. For example, the literature supports that students usually rate large lecture classes lower than smaller classes. In addition, past nursing experience indicates that students typically rate clinical components of courses higher than didactic components. For satisfactory performance of teaching, average student evaluations, reflective of SON faculty average ratings that year, on a 5-point scale would contribute to a rating of 4 – 6 on the Annual Faculty Appraisal Form.

Provisions Related to Scholarship:

For satisfactory performance, or a rating of 4-6 on the annual faculty appraisal form, each 20% of workload allotted to scholarship shall require one original, refereed, data-based publication in a recognized scholarly journal, or the equivalent, with equivalency regarded approximately as:

- 2 non-data based original scholarly papers or chapters contributed to books, or
- 4 technical reports, book reviews, or professional newsletter contributions, or
- 1 newly written and submitted major external grant proposal that includes pilot data, or
- 2 newly written and submitted external grant proposals, or
- 3 prepared and delivered refereed podium or poster presentations at national or international professional meetings, or

- 2 prepared and delivered professional workshops of 4 or more hours duration, or
- a commensurate combination of the above examples.

Other scholarship activities as specified in the faculty handbook under *Elaboration of Guidelines from the P&T Document.*

Published books may be counted as more or less than an original, refereed, data-based publication in a recognized scholarly journal, with evaluation based on the following criteria:

- Whether the work is individually written or an edited volume with contributions from others,
- Length
- Intended audience level

In cases of the co-authorship of a scholarly contribution, it is incumbent upon the faculty member to specify his/her individual contributions to the project, and this co-authored contribution will count less than indicated due to the assistance of others.

Other forms of scholarly contribution as noted in the faculty handbook under *Elaboration of Guidelines from the P & T Document* shall be counted based on close equivalency with one of the above-mentioned examples or on the approximate duration and quality of effort expended relative to the achievement of one original, refereed, data-based publication in a recognized scholarly journal.

Provisions Related to Service:

For satisfactory performance, or a rating of 4-6 on the annual faculty appraisal form, each 5% of workload allotted to service shall require quality service on 2 professional committees or boards, including school, college, university, community, and professional organization committees, or the equivalent, with equivalency regarded approximately as:

Serving as the chairperson of one committee, or

Serving in a major elected position for a professional organization or

Serving as the organizer of a conference or professional event, or

Community service (as a healthcare professional)

Other service activities specified in the faculty handbook under *Elaboration of Guidelines from the P&T Document.*

Administrative assignments regarded as service to the School shall be evaluated as a function of the quality of service provided for the number of assigned workload credit hours. Faculty assigned such responsibilities should be in sufficiently close communication with the School Director that the quality of service is apparent.

Other forms of service contribution not enumerated here shall be counted based on close equivalency with one of the above-mentioned examples or on the approximate duration and quality of effort expended relative to quality service on 2 professional committees or boards, as described above.

MAM:bns 10/23/01; Revised: 11/13/01

Revised and Approved 4/13/10 by SON faculty

Reviewed and Revised by Governance Committee 5/27/2011; approved by faculty 6/10/2011

Faculty Appraisal Guidelines

The appraisal period covered is the full year starting at the end of last year's appraisal period through the end of Winter Session 2012, February 2011-January 2012.

These guidelines are intended to facilitate appropriate documentation and smooth use of the on-line annual appraisal. Please contact the Director or Director's Administrative Assistant if you have any questions.

1. **Directions** for the on-line appraisal form:
   http://www.udel.edu/itwebdev/help/facplanning/index.html   (IT site)

2. **Access your form** through Web-forms or the link on the Provost's page:
   http://provost.udel.edu/content/performance-appraisals

3. **Current Curriculum Vitae** should be uploaded as a Word document to the appraisal form under *Research/Scholarship Faculty Report* – Files. Highlight scholarship activities that were accomplished in the last academic year, e.g., February 2011-January 2012.

4. **Refer to the SON Merit Policy and Provisions for Faculty Evaluation** for details of what should be included in the appraisal form. Policy is found on pp.3-5 of this document.

5. **TEACHING Section**
   a.   If the list of courses taught is not accurate, please specify in the text box under *Teaching.* b.   One document (PDF or Word) can be uploaded that lists your teaching accomplishments, e.g., curriculum work, # and type of advisees, peer evaluations, information on guest lecturing, precepting graduate students, independent studies, scholarly papers, syllabi, etc.

   Only upload syllabi or course materials if they demonstrate your work on a new course or you have made major changes to an ongoing course.
   c.   The text box or the uploaded PDF/Word document should include each course you taught and evaluation information including:
   - i.   Semester and year ii.   Course number
   - iii.   Instructor evaluation data - please provide the number of students who completed the evaluation of the total number possible, average of the evaluation items means (typically 6-8 questions excluding overall) and your overall instructor rating. Then provide a grand mean of your average of evaluation items means and overall effectiveness. For example,
     - Spring 2011 NURS 333 (n=30/45): average of item means 3.9/5, overall effectiveness 4/5

     - Fall 2011 NURS 888 (n=10/15): average of item means 4/5, overall effectiveness 5/5
     - Grand Means: average of item means 3.95/5 overall effectiveness 4.5/5

iv. Course evaluation data – <u>only</u> if new course or you have made major changes in the course

6. **RESEARCH/SCHOLARSHIP/CREATIVE WORKS Section**

   a. Only upload publications from 2011-2012.

   b. The textbox or the uploaded PDF/Word document can refer to your CV for detail but should include:

      i. total number of manuscripts in press or published; note if data based, refereed journal. number of grant submissions and awards
      ii. total number of presentations (denote local, regional, national, international) and indicate if oral or poster, if refereed
      iii. books or other creative works (DVDs, etc.)
      iv. dissertation work (chair or committee member)

   c. Do not list manuscripts, grants, books in process that have not been submitted – you can put that info under future plans

7. **SERVICE Section**
   a. The Textbox or the uploaded PDF/Word document can refer to your CV for detail but include:
      i. UD Committee work – number of university, college and school committees; designate if ad hoc; note if you are chairing committee
      ii. Professional service – presentations, consultations, committee work, abstract reviews, conference planning, etc.
      iii. Community service – committee work, board member

8. **Submission and Appraisal Process:**
   a. Originator – faculty (you) sends the on-line form to the record-keeper and reviewer once completed.
   b. Record-keeper – Brenda Sclavos (bsclavos@udel.edu) is able to print CVs and other documents for faculty files as needed.
   c. Reviewer – Kathleen Schell (kaschell@udel.edu) will complete the appraisal.
   d. Send a copy to Susan Hall, Deputy Dean (sjhall@udel.edu) .
   e. Appraisal Meeting – director and faculty meet to discuss accomplishments, progress and future plans including workload in late February or March. Revisions are made as needed.
   f. Director routes form back to Originator (faculty member) for review, additional comments.
      i. Faculty member should check *In Basket* of Web forms for the returned form.
   g. Faculty returns form to the Reviewer (K. Schell).
   h. Reviewer does final approval. Originator will have copy in *In Basket* of Web forms – no further action needed.

Policy for Merit Salary Allocation

General Provisions:

1. All members of the collective bargaining unit, including all full-time employees who are regular members of the voting faculty of the University of Delaware, shall be eligible for annual merit salary increases.

2. As discussed in the Collective Bargaining Agreement, Section 12.4, merit pay increases shall be awarded in a fashion that is consistent with the faculty member's performance as reflected in the annual evaluation conducted by the School of Nursing Director. The document, *Provisions for Faculty Evaluation*, contains guidelines pertinent to the determination of annual evaluation ratings.

3. The School of Nursing Director shall be responsible for assigning annual merit salary allocations in a manner that is consistent with the provisions of this document.

4. Upon request, the School of Nursing Director shall review with a faculty member, the specific information indicating the correspondence between the faculty member's merit pay and appraisal ratings.

5. Any modification to the provisions of this document must be approved by a majority vote taken by written ballot of the School of Nursing faculty who are members of the collective bargaining unit.

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Provisions Related to Distribution of Merit Pay:

1. Merit salary increments shall be based on each tenure-track faculty member's three 9-point scale appraisal ratings determined by the School of Nursing Director as they are weighted by assigned workload percentage. In the case of non-tenure track faculty, the 9-point scale rating for teaching shall be the reference unless there are additional administrative assignments.

2. Faculty members receiving ratings averaging below the arithmetic mean of 5 shall receive no merit salary increment except in extenuating circumstances.

3. The merit salary pool for the School of Nursing shall be divided among those faculty members eligible for merit salary increments in amounts directly proportional to the sum of the 9-point ratings weighted by workload effort.

MAM:bns 10/23/01;Revised: 11/13/01;Approved: 5/7/02

LAP/bns 11/4/02 revised; Approved by Faculty October 28, 2002

Reviewed and Revised by Governance Committee 5/27/2011, approved by faculty 6/10/2011

Policy for Periodic Review of Faculty

Introduction

The School of Nursing endeavors to support and retain faculty members who exhibit high degrees of competency, make significant contributions to the goals of the School, College, and/or University, and demonstrate progress toward promotion to the tenured ranks, if eligible. As an integral unit of the University, the School of Nursing recognizes that procedures adopted by the School of Nursing must be consistent with the University's goal of excellence in teaching, scholarship, and service.

The University of Delaware Handbook for Faculty sets forth policies that apply to periodic review of faculty members, both tenured and non-tenured. The procedures adopted by the School of Nursing are designed to implement the policies of the University. These procedures shall guide the process of periodic review of faculty and of recommendation on reappointment of non-tenured faculty to the Dean of the College of Health Sciences. These procedures shall be conducted at the School level.

PRINCIPLES

A.   The processes of reviewing faculty members on a periodic basis and making recommendations on reappointment are related to the process of promotion and tenure. The periodic review process differs, however, from the promotion and tenure process in that there are fewer levels of evaluation and external reviewers are not solicited.

B.   The periodic review of an instructor's or an assistant professor's progress toward promotion shall result in a recommendation to the School Director and the Dean of the College of Health Sciences on reappointment of the faculty member. The appropriate school criteria for promotion to the next higher rank will be used by the Promotion and Tenure Committee as the basis for determining progress toward promotion within a reasonable amount of time, and therefore, a recommendation of reappointment.

C.   The periodic review of tenured faculty shall result in an evaluative report to the School Director and the Dean of the College of Health Sciences summarizing the faculty member's productivity in relation to his/her rank and the criteria as outlined

in the School of Nursing Promotion and Tenure Document. The expectation is that tenured faculty will continue to develop in the areas of teaching, scholarship, and service as indicated in the school criteria for promotion and tenure.

POLICIES

SchoolResponsibilities

A.   The School of Nursing assumes the major responsibility in defining criteria, specifying procedures, and evaluating each faculty member under review.

B.   The School will form a Promotion and Tenure committee, as described in the School

Bylaws and the University Promotion and Tenure document.

C.   The School Promotion and Tenure Committee Chairperson will circulate a memo to

School faculty requesting confidential, peer review letters.

D.   All aspects of the review process will be conducted in a manner to ensure the confidentiality of the faculty member's dossier, including confidential solicited internal letters of evaluation.

Committee Composition

A.   The Promotion and Tenure Committee shall be elected by the School faculty, by April

30th and will consist of five tenured faculty members. The majority of the committee must be at a rank higher than the current rank of the faculty member under review. For full professors under review, all committee members must be full professors. It may be necessary to form ad hoc committees in certain cases in order to operate within these guidelines.

B.   The Chairperson of the Committee shall be a tenured School faculty member at or above the rank for which the faculty member is being reviewed.

Faculty Member'sRightsand Responsibilities

A.   A coordinated plan of career development shall be jointly developed by the School Director and the faculty member by the midpoint of the initial year of appointment. The plan should be revised and updated annually. For tenure track faculty, the overall goal of the plan should be promotion to the next higher rank within a reasonable period of time. The career development plan should be submitted with the dossier.

B.   The School Director will notify the faculty member, in writing, of the forthcoming periodic review in accordance with the established school schedule.

C.   The faculty member under review is responsible for providing the School Director with a complete dossier in accordance with the established school schedule. The dossier submitted to the school director shall follow the guidelines set forth in the School of

Nursing Promotion and Tenure document except that reviews by experts external to the

University will not be solicited.

D.   The faculty member is responsible for including in the dossier all evidence that would support a positive review (tenured faculty) or recommendation for reappointment (non- tenured faculty). The evidence submitted shall be inclusive of productivity and development since the date of the initial appointment or, if the faculty member was promoted to a higher rank, from the date of promotion. The faculty member is encouraged to include percentage of workload assigned to teaching, scholarship, and service when preparing evidence for the dossier.

E.   A faculty member whose career development plan includes completion of a doctoral degree shall provide evidence of progress toward degree completion in the dossier.

F.   The faculty member is encouraged to request guidance from the Promotion and Tenure

        Committee on the preparation of the dossier.

G.   The faculty member has the right to add evidence to his/her dossier up until

April 15th. H.   The faculty member will be informed, in writing, of the decisions

at each step of the

        review process in accordance with the school schedule.

I.   In the event of an unsatisfactory annual review by the School Director,
        the faculty member may request a periodic review.

PROCEDURES ReviewProcedures

A.   Faculty member submits dossier to the School Director in accordance with
        the school schedule.

B.   For a tenured faculty member under review, the School Director will submit an
        evaluative report, with rationale, to the faculty member, and the Dean of the
        College of Health Sciences. In addition, the School Director will forward the
        faculty member's dossier to the Chairperson of the Promotion and Tenure
        Committee in accordance with the school schedule.

C.   For a non-tenured faculty member under review, the School Director will
        submit a recommendation on reappointment, with rationale, to the faculty
        member, and the Dean of the College of Health Sciences. In addition, the School
        Director will forward the faculty member's dossier to the Chairperson of the
        Promotion and Tenure Committee in accordance with the school schedule.

D.   The committee meets and conducts a critical evaluation of the dossier based on the

        criteria set forth in the Promotion and Tenure document. The committee is

encouraged to consult with the faculty member regarding additional evidence that might clarify the dossier.

E.   The Promotion and Tenure Committee will submit an evaluative report, with rationale, of the tenured faculty member under review or a recommendation on reappointment, with rationale, for the non-tenured faculty member under review to the faculty member, the School Director, and the Dean of the College of Health Sciences.

Appeals

A.   After receiving the committee's recommendation on reappointment or evaluative report, any faculty member wishing to appeal may do so, in writing, to the Chairperson of the Promotion and Tenure Committee within five working days of notification of the committee's recommendation or report.

B.   Upon receipt of the written appeal, the committee will hold a hearing with the faculty member within two weeks, except under extenuating circumstances.

C.   The final decision of the committee will be forwarded, in writing, to the Dean of the College of Health Sciences within two working days.

Schedule for Periodic Review of Non Tenured Faculty in Tenure Track Positions

Full time Assistant Professors will be reviewed in the spring of the second year of the initial appointment and in the spring of the second year of any subsequent two-year appointment. After the sixth year in rank, a full time Assistant professor will be reviewed annually in the

spring. If an Assistant Professor is under review for promotion and tenure in a year scheduled for periodic review, the periodic review may be conducted at the request of the candidate.

Schedule for Periodic Review of Continuing Non Tenure Track Faculty

Full time faculty members will be reviewed in the sixth year of the six-year

probationary period. If the periodic review results in a three-year contract that is then followed by a four year contract, the faculty member will undergo a second periodic review during the last year of the four year contract.

Schedule for Periodic Review of Tenured Faculty

A.   Tenured Associate Professors will be reviewed once every five-year period of

service.

B.   Full Professors will be reviewed once every seven-year period of service.

C.   The periodic review of tenured faculty with administrative responsibilities may be postponed or waived at the discretion of the Dean of the College of Health Sciences.

SCHOOL SCHEDULE

9/15   School Director notifies appropriate faculty of the forthcoming

       periodic review and submits a copy of the notice to the
       Chairperson of the Promotion and Tenure Committee.

2/1   Faculty member submits dossier to School Director for review.

3/15   After the Promotion and Tenure Committee reviews the dossier,
       the Chairperson submits copy of evaluative report, with rationale,
       or recommendation on reappointment, with rationale, to faculty
       member and School Director. Faculty dossier, with copy of
       committee's report or recommendation is forwarded to the Dean
       of the College of Health Sciences.

4/15   School Director submits copy of evaluative report, with rationale, or
       recommendation on reappointment, with rationale, to faculty member,
       and Dean of the College of Health Sciences. Faculty dossier is forwarded
       to the Chairperson of the Promotion and Tenure Committee.

5/15   Dean forwards his/her report of tenured faculty or
       recommendation on reappointment of non-tenured to the
       Provost with copies to the faculty member, Committee
       Chairperson, and School Director.

Revised and approved by School of Nursing Faculty October 13, 2003

Promotion & Tenure Policy

I. GENERAL PRINCIPLES

In accordance with the University, the mission of the School of Nursing encompasses teaching, scholarship, and service. Nursing is a practice discipline. A faculty with a wide range of academic backgrounds, intellectual interests, clinical and research skills, and professional experience is required. This diversity in the faculty must be reflected in the criteria utilized in evaluations for appointment, promotion, and tenure so that distinctive individual contributions and differences in faculty roles and responsibilities are accommodated. Faculty members are encouraged to strive for excellence in all three areas – teaching, scholarship, and service. Promotion considerations must take into account percent of workload assigned to each area.

The School of Nursing maintains an excellent reputation for the quality of its graduates. To ensure the preparation of basic and advanced practitioners of nursing and the advancement of the nursing profession, faculty recruited, retained, and promoted must demonstrate distinction as teachers, scholars and leaders in nursing and health care.

As teachers, faculty must be responsive to the needs of a variety of students in the traditional, accelerated, and registered nurse undergraduate programs as well as the needs of registered nurses in administration, clinical nurse specialist, nurse practitioner, and combined clinical nurse specialist/nurse practitioner graduate concentrations. To maintain regional excellence in education, faculty must adapt their teaching based on changing healthcare trends and client needs, adopt effective, efficient and creative teaching strategies and delivery modes, and evaluate student progress towards academic and professional goals as well as client progress towards health-related outcomes.

Faculty in selected clinical specialties must also maintain clinical competence through direct practice, as required by law to continue in their teaching role.

As scholars, faculty generate new knowledge or engage in creative endeavors that result in contributions to the nursing profession. They must demonstrate independence and/or leadership in scholarly accomplishments. Findings are disseminated to appropriate audiences through publications and presentations.

Faculty are expected to provide leadership in service endeavors within the University, the nursing profession, and health-associated organizations. This involvement will have local and regional impact on health care and will extend to national and international levels

with tenure.

II.   CRITERIA

A.   Definitions of Ratings

EXCELLENT:

Achieves at a level that is clearly exceptional in exceeding expectations for the current rank and makes significant contributions that serve to attain academic and professional goals.

GOOD:

Achieves at a level above the expectations for the current rank, demonstrates clear potential for continued accomplishments, and makes important contributions that are consistent with academic and professional goals.

SATISFACTORY:

Achieves at a level that meets expectations for the current rank and makes contributions that are consistent with academic and professional goals.

UNSATISFACTORY:

Performs at a level below the expectations for the current rank

B.   Standards

For appointment/promotion to:

ASSISTANT PROFESSOR. The candidate must have an earned doctoral degree, and must achieve ratings of at least GOOD in Teaching and/or Scholarship and SATISFACTORY in the remaining areas.

ASSOCIATE PROFESSOR. The candidate must achieve a rating of EXCELLENT in teaching

or scholarship, at least SATISFACTORY in Service, and at least GOOD in the remaining category.   Some contributions are expected to be at the state/national levels.

PROFESSOR. The candidate must achieve a rating of EXCELLENT in teaching or scholarship, and at least GOOD in the remaining categories. A majority of contributions are expected to be at the national/international levels.

III.   EVALUATION CATEGORIES

A.   Teaching

Teaching is an extremely important factor in promotion decisions. Nursing education has as its primary focus two teaching objectives: (a) to impart the theoretical and practical knowledge that underlies nursing practice and role development; and (b) to instruct students in clinical practice

in a variety of health care settings. Faculty teaching undergraduate students in the clinical setting are legally accountable for the delivery of all patient care given by students.

Another important component of teaching nursing involves faculty practice to maintain clinical competencies. Practice roles may include direct caregiver, role model/mentor, consultant, administrator, or educator. Faculty practice may be undertaken to meet certification requirements, to maintain clinical competency, to provide educational programs, and/or to generate revenue for the school.   Faculty in selected specialties must be involved in clinical practice activities to meet legal responsibilities for certification*.

Important indications of achievement in teaching include evidence of commitment to development of and effectiveness in teaching.

Teaching activities may include:

1.   Classroom teaching
   a.   Lectures

   b.   Seminars

   c.   Group discussions
d.   Distance education

   e.   Continuing education

2. Clinical teaching

    a. On-site instruction

    b. Clinical conferences

    c. Preceptored teaching

    d. Laboratories

3. Directed individual study

    a. Degree with distinction advisement
    b. Independent study

    c. Thesis and research supervision
    d. Scholarly project

3. Student academic advisement and/or counseling

*Certification and licensure may require specific continuing education and up to 1500 hours of direct practice over a five-year period.

5. Instructional development
    a. Course revision

    b. Development of new courses

    c. Development/revision/evaluation of instructional/curriculum

       materials

The nature of evidential materials related to teaching is dependent upon the predominant teaching assignment as well as clinical practice activities of the candidate. See University Promotion and Tenure Document for list of possible evidential materials.

Additional evidential materials for teaching may include:

1. Teaching/practice award

2. Consultation in teaching, curriculum, or program development

3.   Faculty practice documentation

B.   Scholarship

In the School of Nursing, scholarship is an important factor in promotion decisions. Scholarship includes creative endeavors and activities that contribute to the generation and/or advancement of knowledge for the profession. This should be characterized by the individual demonstrating independence and/or leadership with respect to his/her scholarly contributions. Collaborative scholarly efforts are also deemed important.

Clinical scholarship has emerged in nursing as a critical component in the advancement of clinical knowledge in the discipline. Clinical scholarship may be accomplished in a variety of settings (acute care, primary care, community, etc.) The outcomes of clinical scholarship must be documented and disseminated beyond the original setting.

Refereed/peer reviewed[1] empirical and other professional publications and presentations, and the procurement of grants will be considered important indicators of scholarly achievement of the candidate's research program. The quality and significance of non-refereed/non-peer reviewed publications will be determined by external review. If a person jointly authors a publication, grant application, etc., the individual contributions of each collaborator must be documented.

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[1] Refereed/peer reviewed describes a process by which an article or other similar work (abstract, book chapter, computer software, poster/paper presentation, etc.) is critiqued by external authorities as a part of the publication/acceptance procedure. Review by the editorial staff alone does not constitute a refereed/peer review. The refereed/peer-reviewed process may be blinded and, when known, evidence of the blind review should be provided.

Scholarly activities may include (in a prioritized order):

1. Publication of research articles, educational articles, review articles, books, book chapters, technical reports, clinical papers, abstracts, computer software, public policy statements, papers in conference proceedings, etc.

2. Procurement of grants.

3. Ongoing research, research utilization activities, or scholarly projects. Examples include: development of research/evidence-based programs, protocols, policies, pathways; activities that result in practice innovations; and development, implementation, and/or evaluation of preventive/restorative health projects.

4. Refereed or invited presentations, colloquia, seminars, posters, conferences, and lectures given at professional meetings that contribute to the advancement of knowledge.

5. Submission of manuscripts for publication.

6. Submission of external/internal grants for funding.

7. Professional consultation in scholarly projects. Examples of professional consultation may include but are not limited to editorial duties, review of manuscripts, review of grant proposals, published book reviews, etc.

8. Awards (national, regional, local, or University) received in recognition of scholarship.

9. Dissertation committees and theses committees external to the School.

10. Leadership positions in professional organizations.

11   Elected membership in professional honor societies.

12.   Expert testimony to governing bodies.

See the University Promotion and Tenure document for a list of possible evidential materials.

C.   Service

Service to the School is expected of all faculty members, and is considered in the evaluation of the candidate for promotion and tenure decisions. Nursing is a service-oriented profession. While some professional citizenship is a usual expectation, especially noteworthy are activities

that contribute to the reputation of the school, college, and university, or the development of the profession.

Service activities may include:

1.   University, college, school service
   a.   Committee membership

   b.   Committee leadership

   c.   Advisement of student groups, e.g., SNO

   d.   Assigned administrative activities

   e.   Recruitment and retention activities

2.   Professional service

   a.   Membership in professional organizations (local, state, regional, national,

and/or international positions)

      b.   Consultation and/or participation in activities related to professional organizations

    3.   Community service as a member of the healthcare professions
      a.   Invited lectures/presentations

      b.   Planning/participation in community workshops /programs/conferences c.   Election/appointment to community boards, commissions, committees,

        legislative bodies, etc.

    4.   Awards or recognition for service activities

Evidential materials for Service may include:

    1.   A listing of School, College, and University Committee assignments.

    2.   A brief descriptive summary of other service, such as professional service or non-committee service to the College.

1.   Supportive correspondence, articles, and documents

IV.   POLICIES

A.   School Responsibilities

    1.   The School of Nursing assumes the major responsibility in defining criteria, specifying procedures, and evaluating each applicant for promotion/tenure.

2.   The School will form a Promotion and Tenure committee, as described in the

      School Bylaws and the University Promotion and Tenure document.

3.   The School Committee Chairperson will circulate a memo to School faculty
      requesting confidential internal peer reviews.

4.   All aspects of the promotion/tenure review process will be conducted in a manner
      to ensure the confidentiality of the candidate's dossier, including solicited letters of
      evaluation.

B.   Committee Composition

1.   The Promotion and Tenure Committee shall be elected by the School faculty, by
      April 30th and will consist of five tenured faculty members. The majority of the
      evaluating committee must be at a rank higher than the current rank of the
      candidate. It may be necessary to form ad hoc committees in certain cases in
      order to operate within these guidelines.

2.   The Chairperson of the Committee shall be a tenured School faculty member at or
      above the rank for which the candidate has applied.

C.   Candidate's Rights and Responsibilities

1.   The responsibility for initiating the promotion/tenure review process lies with the
      candidate and she/he has the right to apply for promotion/tenure at any time,
      subject to the provisions pertaining to tenure as outlined in the UniversityFaculty
      Handbook.

2. The candidate has the right and the responsibility to be informed about all School and University promotion/tenure criteria, policies, and procedures.

3. The candidate has the responsibility to prepare and submit a complete promotion/tenure dossier to the Chairperson of the School Promotion and Tenure Committee in accordance with the established School schedule.

4. The candidate is responsible for including in the dossier the evidence that could support a decision for promotion/tenure. This decision is based on evidence that represents performance after appointment or promotion to the candidate's present rank at the University of Delaware.

5. The candidate has the sole right to withdraw her or his dossier at any step of the promotion/tenure process.

6. The candidate must be informed in writing of the decisions at each step of the review process.

V. PROCEDURES

A. Review Procedures

1. Candidate submits the dossier to the Chairperson of the School Promotion and

   Tenure Committee according to the calendar established by the School

2. Solicitation of peer evaluations follows the University guidelines. Solicited peer evaluations are always required for promotion. Although the number may vary by rank, every dossier must include external peer reviews, written by individuals with established reputations in the candidate's field. These statements should analyze and evaluate critically the candidate's work and accomplishments. They also

   should comment on the candidate's potential for future development.

a. A candidate submits a list of names and addresses of potential reviewers but the School committee will suggest additional names. Although the candidates must be informed of all potential reviewers and have an opportunity to comment on them, the School, and not the candidate, makes the final selection.

b. The Chairperson of the Committee solicits letters of evaluation. Letters soliciting external peer review of a candidate should request a curriculum vitae and a statement describing the reviewer's relationship to the

candidate. Insofar as reasonable and possible, only external peer reviewers without personal/professional ties to the candidate should be selected.

3. The Committee meets and conducts a critical evaluation of the completed dossier based on the criteria set forth in this document. The committee is encouraged to consult with the candidate regarding additional evidence that might clarify the dossier.

4. The result of the review, which will include the numerical vote, recommendations, and the reasons for the decision, will be transmitted in writing to the candidate

and the School Director. When they arise, signed minority opinions will be forwarded as appendices.

B. Appeals

1. After receiving the Committee's recommendation, any candidate wishing to appeal may do so, in writing, to the Chairperson of the School Promotion and Tenure Committee within five (5) working days of notification of the Committee's decision.

2. Upon receipt of a written appeal, the Committee will hold a hearing with the candidate within two (2) weeks, except under extenuating circumstances.

3. The final decision of the Committee will be forwarded, in writing, to the

candidate, the Director of the School, and the Dean within two (2) working days unless the candidate chooses to withdraw from the promotion process.

4. The Director of the School will review the dossier and will either endorse or recommend against the promotion/tenure in a written notification to the candidate and School Committee. The dossier and statements of action are forwarded to the College Promotion and Tenure Committee.

C. Dossier Preparation and Presentation

1. The candidate is strongly encouraged to consult with members of the School Promotion and Tenure Committee at the time of each periodic review prior to application for promotion regarding the content and preparation of the dossier.

2. The candidate should organize the dossier according to the pattern outlined in the University Promotion and Tenure document. The Recommendation for Promotion form is available from the School secretary.

3. The candidate is encouraged to include percentage of workload assigned to teaching, scholarship, and service in the relevant sections of the dossier.

SCHEDULE

March 15   Candidate informs School Director of intent to apply.

April 10   Deadline for candidate to supply current CV, list of potential external reviewers, list of all courses taught at UD (since last promotion) to Committee Chairperson

April 10 – 15   Committee Chairperson has list of potential students, since hire or last promotion, generated by designated secretary

April 15 – 22   Committee meets to examine materials. CV reviewed and returned to
                       candidate with suggestions

April 22 – May 1   Dossier draft to Committee (strongly recommended). List of external
                       reviewers finalized.

May 1 – 22   Committee meets to review dossier draft.

May 22 – 31   Committee meets with candidate to review dossier draft. Candidate
                       provides addresses of co-authors and co-investigators. Committee
                       informs candidate what materials are needed for external reviewers.

June 10   Candidate submits materials for external reviewers.

June 15   Appropriate materials sent out to external reviewers, co-authors, students,
                       and School faculty

September 1   Official dossier due to the Committee.

See the University P&T Document for the remainder of the review schedule.
May 3, 2000

Revised and approved by School of Nursing Faculty, April 10, 2001

C:work:P&T

4/01

I. **INTRODUCTION**

In accordance with the University, the mission of the School of Nursing encompasses scholarship, teaching, and service. Faculty seeking promotion or tenure must demonstrate achievements in all areas where workload has been assigned. Nursing is a practice discipline; faculty with a wide range of academic backgrounds, intellectual interests, clinical and research skills, and professional experience are required. Although all faculty are subject to the same set of criteria for promotion and tenure, demonstration of those criteria will vary depending upon individually assigned roles and workload. According to the University Promotion and Tenure document, all faculty with workload assigned to scholarship must pursue some form of scholarly activity. Scholarship, whether in the form of research, publication, professional development, artistic creativity, or scholarship related to teaching or service is a significant part of each person's contribution to the academic community. How this work is made available to other scholars obviously depends upon the particular discipline, but promotion requires evidence that significant achievements have been and will continue to be made. A major goal of any educational institution is to encourage and to demonstrate excellence in teaching. Hence, faculty members with teaching responsibilities must demonstrate, **at a minimum**, high-quality teaching performance. (Rev 05/2011) For further information, faculty should consult the current University Guidelines as listed in the Faculty Handbook for guidance: Promotion Policy at the following link: http://www.udel.edu/provost/fachb/IV-D-1-facpt.html and in the School of Nursing Faculty Handbook.

II. **EVALUATION CATEGORIES**

A. Scholarship

Scholarship includes all endeavors and activities that contribute to the generation and/or advancement of nursing and healthcare knowledge. The ultimate goal for faculty is to have an externally funded, sustainable program of research. As scholars, faculty members must demonstrate independence and leadership in scholarly endeavors, activities and accomplishments as well as collaboration as appropriate to meet scientific goals. Findings of research endeavors are disseminated to appropriate audiences through peer-reviewed professional publications and refereed paper presentations.

Procurement of grants, refereed data-based publications and research presentations that support an identified and focused program of research will be considered indicators of excellence in scholarly achievement for promotion.

Obtaining contracts and grants through a peer review process to carry out scholarly research will be viewed as indicating promise for future work and will be used to help evaluate the quality of the candidate's program of research. While there is the expectation that faculty will obtain support for their programs of research, obtaining sponsored research is not, in itself, a requirement for promotion and/or tenure except for promotion to full Professor. External peer evaluation letters, which will be accessed by the Promotion and Tenure Committee, are mandatory for promotion to Associate Professor and Professor.

Quality will be evaluated by the depth and breadth of scholarship, the quantity of scholarship, the complexity of scholarship and the scope of influence of the scholarship. Increasing *depth and breadth of scholarship* are expected in the promotion trajectory from assistant through full professor ranks. Depth and breadth of scholarship can be reflected in a greater:

- *Quantity* of scholarship, as seen in building and progressing to a sustained level of scholarly productivity;

- *Complexity* of scholarship, as seen in a faculty member's substantive and/or methodological progress from novice to expert;

- *Scope of influence* as a result of that scholarship, as seen in interdisciplinary, intra-disciplinary and multi-site collaborations and partnerships and policy formation.

Faculty hired at the same rank as the previous institution: Unless otherwise noted in the faculty appointment letter, all work in rank, even if conducted at other institutions of higher education, shall be considered for promotion and tenure. It shall be the faculty's responsibility to include evidence of this work in his/her dossier and to clearly identify when and where this work was performed. (Rev. 5/10/07 Faculty Handbook). Scholarly productivity for promotion to the rank of associate professor generally cannot be based on work completed in earning the doctorate or other appropriate terminal degree prior to arrival at the University of Delaware.

B. Teaching

For faculty teaching courses with practice components in which they are in the clinical area with students, teaching workload is based on teaching contact hours and not on credit-contact hours.

Teaching performance evaluation will be based on faculty peer observation, student course evaluation, and course materials. The Promotion and Tenure Committee Chairperson will solicit letters of evaluation from students (past and present). Special consideration will be given to the development of new and innovative courses, course materials, and teaching modalities.

Increased depth and breadth of teaching scholarship as an educator might be reflected in movement from specific teaching activities to curricular design and implementation and from influencing one's students to influencing programs of instruction, institutions of higher education, and national accreditation and health care policies.

C. Service

Nursing is a service-oriented profession. All faculty members should be contributing citizens of their communities—professional and academic. Participation and leadership in university, professional, and community service is considered in the evaluation of the candidate for promotion and tenure decisions. This involvement will have local and regional impact on health care and will extend to national and international levels with tenure. Especially noteworthy in the evaluation are activities that contribute to the reputation of the school, college, and university, and/or to the development of the profession.

Service requires a commitment of time, expertise, and professional judgment. Over time, a candidate is expected to increase responsibilities in the citizenship of the School of Nursing, the College of Health Sciences, and the University of Delaware, as well as the larger community in which we live.

III.   STANDARDS OF PROMOTION

The School of Nursing maintains an excellent reputation for the quality of its graduates. To ensure the preparation of basic and advanced practitioners and scholars of nursing and the advancement of the nursing profession, faculty recruited, retained, and promoted must demonstrate distinction in their assigned areas of workload as scholars, teachers, and leaders in nursing and health care. With the belief that an active research agenda can enhance quality teaching, we particularly value faculty profiles demonstrating clear linkages among teaching, scholarship and service activities.

- We value excellence and high quality performance and contributions in scholarship, teaching, and service.

- We consider refereed publications of greater merit than non-refereed publications, unless external reviews clearly establish the significance of the latter.
- We value collaboration; however, we place greater value on those collaborative projects in which the candidate has demonstrated a significant contribution and a leadership role.

- We value evidence of a sustained record of research and publications illustrating growth in levels of funding and quality of journals in which the candidate has published.

A. Criteria for Promotion of Tenured/Tenure-Track Faculty

For appointment or promotion to:

ASSISTANT PROFESSOR. The candidate must have an earned doctoral degree, and must demonstrate ability and desire to make positive contributions in all three areas.

- Goals in the area of scholarship should be presented in a well-articulated plan for defining/expanding a program of research through internal and external funding and with timely dissemination of results.

- High quality teaching performance should be documented through positive student evaluations of teaching and positive peer evaluations of teaching.

- Documented service contributions should include participation in appropriate professional organizations.

ASSOCIATE PROFESSOR. The candidate must demonstrate excellent achievement in teaching or scholarship and high quality performance in all areas, with clear indication, based on documented evidence and outside peer evaluations, that the candidate has in fact attained appropriate levels of accomplishment for promotion to this rank.

- **High quality** achievement in scholarship is demonstrated by a clearly focused program of research with dissemination of research findings in peer-reviewed professional journals, national meeting paper presentations, and reasonable efforts made to obtain external funding. For each 20% workload assigned per year to scholarship, one refereed publication that is data-based or contributes to the advancement of nursing science is the minimum requirement for promotion with the understanding that two or more refereed publications would make a stronger case for promotion. In addition, candidates are expected to deliver refereed podium presentations of research findings at regional and national professional meetings and submit research proposals for funding. Success in acquiring internal and/or external grant support for research makes a stronger case for promotion to this rank.

- To be rated as **excellent** in scholarship, a candidate must have met all of the requirements for high quality achievement in scholarship and also 1) have been successful in obtaining internal (UDRF or GUR) or external funding support for research, and 2) have a publication rate exceeding that required for high quality achievement in scholarship.

- **High quality** teaching performance should be documented through positive student evaluations of teaching and positive peer evaluations of teaching. The candidate should have made positive contributions in curriculum development to the School of Nursing and positive contributions in the advisement of students. Recognition as a teacher/mentor makes a stronger case for promotion to this rank.

- To be rated as **excellent** in teaching, peer and student reviews of a candidate's teaching should document rigor, quality, depth, and applicability of course material to the level of the students. Further evidence of excellence may include publications or textbooks related to teaching, new course development, use of teaching innovations, and receipt of teaching awards. In evaluating teaching, the Committee considers all pertinent evidence of a candidate's contribution to the School's teaching objectives.

- **High quality** service contributions should include participation in appropriate professional organizations, service on school and college committees, and when possible, contributions to civic or government organizations or boards. Having served in leadership positions in service activities makes a stronger case for promotion to this rank.

PROFESSOR. This rank is reserved for individuals who have established professional reputations as scholars and national experts in their fields, and whose contributions to their profession and the University's mission are excellent. There should be unmistakable, clear documented evidence and outside peer evaluations of significant development and achievement in teaching, scholarship, and service since the last promotion. The candidate must demonstrate excellent achievement in teaching or scholarship and high quality performance in all areas. Examples of evidence of national recognition in nursing are citations of the candidate's work in peer-reviewed professional journals, application of scholarship in clinical practice, policy development on a state or national level, and/or documentation of contributions to the advancement of nursing science.

- **High quality** achievements in scholarship must demonstrate a clearly focused and **sustained** program of research. For each 20% workload assigned per year to scholarship, one refereed publication in a high-quality (top tier) professional journal that is data-based or contributes to the advancement of nursing science is the minimum requirement for

promotion with the understanding that additional publications would make a stronger case for promotion. In addition, candidates are expected to prepare and deliver refereed podium presentations of research findings at national and international professional meetings and have submitted a minimum of three external research proposals. Success in acquiring external grant support for research makes a stronger case for promotion to this rank.

- To be rated as **excellent** in scholarship, a candidate must have met all of the requirements for high quality achievement in scholarship and also 1) have been successful in obtaining external funding support for research, and 2) have a publication rate exceeding that required for high quality achievement in scholarship.

- **High quality** teaching performance should be documented through positive student evaluations of teaching, positive peer evaluations of teaching, positive contributions to the student advisement, and a leadership role in curriculum development in the School, College, and/or University. National recognition as a teacher/mentor makes a stronger case for promotion to this rank.

- To be rated as **excellent** in teaching, peer and student reviews of a candidate's graduate and undergraduate teaching should document rigor, quality, depth, and applicability of course material to the level of the students. Further evidence of excellence in graduate and undergraduate teaching may include publications or textbooks related to teaching, new course development, evidence of use of teaching innovations, and receipt of teaching awards. In evaluating teaching, the Committee considers all pertinent evidence of a candidate's contribution to the School's teaching objectives.

- **High quality** service contributions should include leadership roles in appropriate national or international professional organizations and on School, College, or University committees. Participation on civic or government organizations or Boards strengthens the case for promotion.

B. Criteria for Promotion of Continuing Non-Tenure Track Faculty

To be promoted, faculty on the continuing non-tenure track must meet the same criteria as stated for the tenure-track (http://www.udel.edu/provost/fachb/IV-A-5-nontenuretrack.html). Individuals hired on full-time temporary appointments who are appointed subsequently as primary, full-time, continuing non-tenure track faculty will have their previous time of service counted in the computation of subsequent contract renewal periods. Work completed at the same rank while on temporary appointment at the university shall be included in subsequent decisions regarding promotion. No individual will receive a three- or five-year "rolling" contract without a full peer review.

IV. PROCEDURES

A.   Review Procedures

1. Candidate submits the dossier to the Chairperson of the School Promotion and Tenure Committee according to the calendar established by the university.

2. Solicitation of external peer evaluations follows the University guidelines. Solicited external peer evaluations are always required for promotion. Although the number may vary by rank, every dossier must include external peer reviews, written by individuals with established reputations in the candidate's field. These statements should analyze and evaluate critically the candidate's work and accomplishments. They also should comment on the candidate's potential for future development.

    a. A candidate submits a list of names and addresses of potential external reviewers but the School committee will suggest additional names. A minimum of five (5) external reviews of a candidate's record should be obtained.

    b. The Chairperson of the Committee solicits letters of evaluation. Letters soliciting external peer review of a candidate should request a current curriculum vitae and a statement describing the reviewer's relationship to the candidate. Only external peer reviewers without personal/professional ties to the candidate should be selected.

3. The Dossier Evaluation Subcommittee (DES) shall consist of all voting members of the School of Nursing at or above the rank for which the candidate is being considered. All members of the appropriate DES meet and conduct a critical evaluation of the completed dossier based on the criteria set forth in this document. The committee is encouraged to consult with the candidate regarding additional evidence that might clarify the dossier. The composition of a DES is described below.

    a. All Assistant, Associate and Full Professors in the School will review the dossier of a candidate for promotion to the rank of Assistant Professor.

    b. All Associate and Full Professors in the School will review the dossier of a candidate for promotion to the rank of Associate Professor.

    c. All Full Professors in the School will review the dossier of a candidate for promotion to the rank of Full Professor.

4. The DES will meet, designate a Chairperson, discuss the candidate's application for promotion and/or tenure, and members in attendance who reviewed the dossier shall, by secret ballot, vote for promotion, against promotion, or abstain from voting. Proxy (absentee) votes will be accepted only for unusual cases, e.g., sabbaticals, determined on an individual basis by the DES.

5. The Chairperson of the DES shall draft a comprehensive written report that reflects accurately the proceedings of the DES meeting, including the numerical vote, recommendations and the reasons for the decision. The report will be made available for all DES members to read and sign.

6. The signed report will be transmitted to the School Director for inclusion in the candidate's dossier. When they arise, signed minority opinions will be forwarded as appendices. A copy of the report and any appendices shall be given to the candidate. Upon conclusion of the DES process, the Promotion and Tenure Committee Chairperson will forward to the School Director the external faculty reviews and external student/alumni letters for inclusion in the dossier.

B.   Appeals

1.   After receiving the Committee's recommendation, any candidate wishing to appeal may do so, in writing, to the Chairperson of the School Promotion and Tenure Committee within five (5) working days of notification of the Committee's decision.

2.   Upon receipt of a written appeal, the Committee will hold a hearing with the candidate within two (2) weeks, except under extenuating circumstances.

3.   The final decision of the Committee will be forwarded, in writing, to the candidate, the Director of the School, and the Dean within two (2) working days unless the candidate chooses to withdraw from the promotion process.

4.   The Director of the School will review the dossier and will either endorse or recommend against the promotion/tenure in a written notification to the candidate and School Committee. The dossier and statements of action are forwarded to the College Promotion and Tenure Committee.

C. Dossier Preparation and Presentation

1. The candidate is strongly encouraged to consult with members of the School Promotion and Tenure Committee at the time of each periodic review prior to application for promotion regarding the content and preparation of the dossier. Please see the School of Nursing Faculty Handbook for dossier preparation and evidential materials specific for nursing.

2. The candidate should organize the dossier according to the pattern outlined in the University Promotion and Tenure document which is found at the following link: http://www.udel.edu/provost/fachb/IV-D-9-dossier.html. The Recommendation for Promotion form is available from the School of Nursing Director's office personnel.

3. The candidate must include a chart documenting the percentage of workload assigned to teaching, scholarship, and service and annual evaluations for all years in rank as well as the candidate's goals for subsequent years appropriate to rank. This information must be verified by the Director of Nursing.

D. Timetable

   See UD Faculty Handbook: Promotion Policy at the following link:
   http://www.udel.edu/provost/fachb/IV-D-1-facpt.html

Approved by SON Faculty 7/14/2011

Approved by University P&T Committee 8/2011

Policies & Procedures for Adjunct Faculty

Policies and Procedures for Adjunct Faculty

I. Policies

    A. The appointment of adjunct faculty shall be directly related to enhancing or realizing school teaching and research capabilities.

    B. Adjunct Instructor every year and Adjunct Assistant Professor shall be reappointed every two years. Associate Adjunct Faculty shall be reappointed every 5 years. Professor Adjunct Professor shall be reappointed every 7 years.

    C. Each candidate must be nominated by a full-time faculty member who is familiar with the candidate's contribution to the goals of the School.

    D. Place of employment shall not dictate the suitability of a candidate for appointment. Each person shall be reviewed on individual merit and contribution to the School of Nursing.

    E. The candidacy shall not be degree-dependent but rather it shall be based on recognized expertise in the area of contribution.

    F. Relationship to school business:

        1. Adjunct faculty shall be encouraged to participate at school meetings.
        2. Adjunct faculty shall not be voting members of the School.

II. Procedures

    A. Nominations for appointment or reappointment of adjunct faculty must be submitted to the Chair of the School of Nursing Promotion and Tenure Committee by January 15 for the following academic year.

1. Nominations for new adjunct faculty should include:

    a. A current curriculum vita (with current professional licensure number and expiration date) from the nominee

    b. A letter of support from the sponsoring faculty member(s), including a statement of the nominee's proposed responsibilities in the nursing program

2. Nominations for reappointment of adjunct faculty at the same rank requires completion of the form "Nomination of Adjunct Faculty for Reappointment at the Same Rank." The list of Adjunct Faculty with the name of the faculty member nominating that person for adjunct faculty status shall be distributed to all faculty.

3. Nominations for reappointment of adjunct faculty at a higher rank should include:

    a. a current curriculum vita (with current professional licensure number and expiration date) from the nominee

    b. an evaluation by the sponsoring faculty member(s) of the contributions of the nominee since initial appointment with justification for recommending reappointment at a higher rank based on School of Nursing criteria for adjunct faculty appointment/reappointment and on University Policies for adjunct faculty (Faculty Handbook, III-3).

4. The nominees should be informed in advance that if approved for adjunct faculty status, they will be contacted by the Chair's office to complete a W-4 and government I-9 form.

B. The School of Nursing Promotion and Tenure Committee will review the materials submitted and will make its recommendation on initial appointment or reappointment based on the potential contributions of the candidate to the goals of

the School. Decisions about the rank are based on the School Criteria for Appointment/Reappointment as Adjunct Faculty.

C.   The Committee will make recommendations to the Director of the School of Nursing by January 30.

D.   The School Director will make recommendations to the Dean of the College by February 15.

E.   The Dean will forward recommendations to the Provost by March 1. Final appointments will be approved by the Board of Trustees at its spring meeting.

Approved by Faculty 4/8/86

Revised and Approved by School of Nursing December 15, 2003

UNIVERSITY OF DELAWARE –SCHOOL OF NURSING

Nomination of Adjunct Faculty for Appointment/Reappointment at the Same Rank

Name _____ has served as Adjunct Faculty with the rank

of_____ since _____. Additions to the Curriculum

Vita are:

Current Professional License Number: _____

Expiration Date: _____

A brief statement of contribution to the goals of the School by the adjunct member since the last review:

I recommend reappointment in the same rank for the period of one year.

_____   _____

\bns   Faculty Sponsor   Date

Revised by P&T Committee – 3/18/09

University of Delaware School of Nursing

Recommendation for Appointment/Reappointment of Adjunct Faculty

(Name) _____

is recommended for _____ appointment   _____ reappointment

as Adjunct Faculty with the rank of_____for the period of one year.

Appointment date: _____.

                       _____   _____

                       Chairperson, School of Nursing   Date

                       Promotion & Tenure Committee

Recommendation by School Director:

                       _____   _____

                       School Director   Date

Recommendation by College Dean:

                       _____   _____   _____   Dean

                       Date

Approved by University Provost and Vice President for Academic Affairs:

                       _____   _____

                       Provost   Date

Evaluation Calendar Matrix

School of Nursing/University of Delaware 2010

Month	Type of Evaluation	Dates Due	Responsible Committee/Person	Results go to
January	Annual review of School evaluation plan	January 31	EAC	Faculty, Director
February	Conduct Exit surveys with Accelerated Program	February 28	480 class in winter session, EAC	EAC
	Course Evaluation Summaries due to Director's office (from Fall semester-2 weeks	February 28	Curriculum Committee	Curriculum Committee
March	University Catalog revisions	March 31	Asst. Director, Asst. Dean Curriculum Committee Graduate Education Committee	University Registrar
	Review of Course			
April	Review of NCLEX-RN ® pass rates for the accelerated program Summary of Course evaluation summaries	April30	Assistant to the Director	NCLEX task force, Curriculum Committee, Director Director
May	Distribution of the Alumni Surveys to one year and 5-year graduates (EAC)	May31	EAC/Grad Ed.	EAC/Grad. Ed.

	Conduct Exit surveys with Traditional Program	May31	NURS 480 faculty!EAC/ GradEd	EAC-refer results to appropriate committee/ Grade Ed.
	Student course evaluations			Director, Faculty
June	Complete and review annual DE State Board ofNursing Report	June 30	Asst. to the Director and Director	State Board of Nursing
July	Review student handbook	July 30	SAC, Director, Asst. to the Director, and Asst. Director	Students
August	Review specific course evaluations and route to appropriate committees Review results from Alumni and Exit surveys	August 30	Director	Individual Faculty
September	Annual review of School policies Course Evaluation Summaries due to Director's office (from Spring semester-2 weeks into fall semester)	September 30 September 30	SAC Curriculum Committee Graduate Education	Faculty Curriculum Committee

October	Review of committee By-Laws Review of NCLEX-RN ® pass rates for the traditional program Review of Course Evaluation Summaries (Curriculum Committee)	October 31	Each Committee	Governance, Faculty
		October 31	Assistant to the Director	Curriculum Committee,
November	Review of faculty handbook, Bylaws, and Policies q 2y Summary of Course evaluation summaries	November 30	Governance Committee	Director, Faculty
December	Student course evaluations	December 10	Course Faculty, Secretary School of Nursing	Director, Faculty

Faculty Clinical Mandatories

Faculty assigned clinical instruction for the undergraduate nursing program need to be in compliance with the facility's (where they are doing clinical instruction) clinical mandatory requirements. It is the faculty member's responsibility to make sure they have completed all needed requirements. The Clinical Coordinator for the School of Nursing will communicate to the faculty member what clinical requirements are needed for their facility. Faculty members are also encouraged to contact the Clinical Coordinator to determine what the requirements are.

Revised: HS-5/11

D: ADVISEMENT

Faculty Responsibility for Advisement

Students are assigned an advisor when they have matriculated into the Nursing Program. Academic advisors are expected to guide students, but neither compel nor make decisions for them. The academic program developed for a student should be a collaborative effort between the advisor and the individual student. The advisor should be a sympathetic listener who offers alternatives for the student to consider. Student growth requires freedom for students to make decisions and to accept the consequences of those decisions. The advisor serves as a guide by helping to identify and assess alternatives as well as the potential consequences of decisions.

An academic advisor cannot increase a student's native ability but can encourage the maximum development of that ability. Similarly, an advisor cannot reduce personal, financial, family, employment, or academic responsibilities held by a student but can make recommendations and referrals believed appropriate to address related needs. An academic advisor is not expected to be a psychological counselor and thus is not expected to deal with emotional problems that fall outside the range of normal student behavior. Complex financial, emotional, physical or personal problems should be referred to units and individuals with appropriate training and resources.

6/04

bns

Handbook

Document of Concern Policy

University of Delaware
School of Nursing
Policy for "Documentation of Concern"

On occasion, students, staff, professionals and faculty may have serious concerns about courses, faculty, student policies or other issues that cannot be addressed through the University of Delaware student or faculty grievance policy or existing committee structures and processes. Students, staff, professionals and faculty should always discuss their concerns with involved individuals whenever possible. If these discussions do not resolve the problem, concerns should be submitted to the School of Nursing Director using the "Documentation of Concern" form (see page 2).

1. The Documentation of Concern form will be included in student and faculty handbooks in the School of Nursing. It will also be made available electronically and will be housed on the SON shared server for faculty, professionals and staff. Students may request the electronic form through their academic advisor, the SON Academic Coordinator, or the SON Director's Administrative Assistant. It can also be printed from the School of Nursing Undergraduate or Graduate Student Handbooks found on the School of Nursing website.

2. The form should be completed and include the date, name of individual completing the form, type of concern (category), a detailed description of the concern, and attempts to resolve the issue.

3. The SON Director will confirm receipt of the submitted form via electronic mail within 72 hours and then will decide on the next course of action. This course of action may include:

   a. meeting with individual with concern, and/or
   b. meeting with involved parties, and/or
   c. follow-up by the Assistant Director of the School or other appropriate individual as designated by the Director

4. The SON Director will document and communicate the follow-up to the individual who documented the concern.

5. Documentation of Concern forms will remain confidential and will be filed in the School of Nursing Director's office in a secure location.

6. An annual report of the concerns will be communicated to the SON faculty each fall semester during one of the department meetings. This report will include general categories and any resulting change in policy and procedure. Identities and details will be protected.

UD School of Nursing 12/12/2011

<div align="center">

Document of Concern

</div>

Directions: Faculty, student or other individual documenting concern should complete #1, 2, and 3. Director completes #4 after communicating/meeting with the individual.

Date:

Name of Individual completing form:

1. **This form provides documentation of a concern involving**

   - ❏ Faculty
   - ❏ Student
   - ❏ Clinical Site
   - ❏ Course
   - ❏ Other (specify) _____

2. **Describe concern/s in detail:**

3. **Attempts to resolve:**

4. **Follow-up:**

Signature _____ Date _____

Student Affairs Committee Appeal Form - Student

University of Delaware

College of Health and Nursing Sciences

Department of Nursing

Appeal Form

Date:

Student Information:

Name: *Class of:*

Address: *Phone:*   *e-mail:*

Current cumulative GPA: _____ as of date: _____

Reason for appeal (Check all that apply:)

____ Permission to re-enter the major after 2 grades below C-

*____ Permission to postpone taking a required **non-nursing** course.*

____ Permission to continue in nursing curriculum with a GPA of < 2.0.

____ Permission to retake a nursing course prior to next regularly scheduled course offering.

*____ Substitution of **non-nursing** course requirement*

*____ Substitution of **nursing** course requirement*

____ Other (briefly explain):

_____

Indicate rationale for appeal below. If appropriate attach documentation.

Student Affairs Committee Appeal Form – Adviser/Faculty

This section to be completed by Adviser/Faculty   **Date:**

Faculty Name:

Please provide background information summary of student appeal and your recommendation with rationale:

SAC Recommendation: **Date:**

Vote: _____

_____Appeal granted

_____Appeal granted with stipulations

_____Appeal denied

_____No action taken

_____Appeal returned

Comments:

Reviewed 5/11 - SAC

University of Delaware – School of Nursing

E: USE OF ROOMS AND EQUIPMENT

CHS Videoconferencing Studio

Room 324 Willard Hall, Stacy Weile (sweile@udel.edu)

General Information

- The studio is available to all College of Health Sciences faculty for the purposes of **lecture recording** and live **videoconference** meetings/courses.
    - Examples include: Thesis/dissertation defenses with faculty members of other universities, presentations to other universities or companies, board meetings, course guest speakers, pre-taping of lectures when attending out-of-town conferences and full distance courses for WebCT or Sakai distribution.
- The studio can accommodate <u>24</u> students and up to <u>4</u> presenters.
- Food and/or beverages are not allowed in the studio.
- At the present time there is no charge for use of the studio.

Studio Facilities

- A PC-compatible **desktop computer** equipped with Microsoft Office, Internet access, DVD-ROM drive and USB port for flash drives.
- Electronic **overhead projector**.
- **VHS** and **DVD** player.
- Multiple **lapel microphones**. Small microphones able to be clipped to a tie, blouse or blazer.
- Two **projectors** and **screens**, allowing a live audience to view the instructor's slides as well as the far site during a videoconference.
- A **teleprompter** is available upon request.

Requesting Studio Time

- Please contact **Stacy Weile** (sweile@udel.edu) to request time in the studio.
- Videoconferences require **at least two weeks' notice** to allow for testing with the other sites.
- When requesting a videoconference, we must have **contact information** for a technical person at the other site(s).
    - Please include the person's name and **contact information** when submitting your request.
- Tours and demonstrations are available upon request.

Projector Instructions (Other than Room 222)

These instructions are taped to the media cabinet in each room.

Begin by pressing the top left "ON" button, located on the button pad on the top of the media cabinet. Press and hold this button for about 2 seconds. The projector will take approximately 1 minute to warm up.

AFTER the BLUE screen has appeared, select the appropriate input: Computer, DVD, or VCR using the button pad.

When finished, Press and hold the top right "OFF" button for about 2 seconds until the Projector turns off.

Please Dial "0" on the Installed Classroom Phone for Help. Assistance with these classrooms is provided by University Media Services (UMS) NOT Stacy Weile.

Projector Instructions (Room 222)

<u>Projector Setup</u>

1. Aim the projector remote control at the screen and press the red power button (it will take a few moments to power up).

<u>Computer Hookup</u>

1. Attach the end of the long black video cable to the back of the computer (look for the little pins on the end of the cable and please note that the connector is wider at the top than at the bottom).

2. If audio is needed, plug in the small audio jack that is attached to the video cable (the hole on the laptop should either be colored green or have a picture of headphones next to it), and turn the room volume control knob (located on the wall above the cabinet) to the middle position.

3. If an Internet connection is needed, attach the Ethernet cable to the computer

4. Turn on the computer.

5. Aim the projector remote control at the screen and press the button marked "computer".

6. If there is no picture, press and hold the blue "Fn" key while pressing the "LCD/CRT" key momentarily on the laptop. The "LCD/CRT" key is typically on of the F keys at the top of the keyboard. It may also have a little picture of a computer monitor instead of the abbreviation.

<u>Video Tapes and DVD</u>

1. Turn on the VCR/ DVD machine.

2. Aim the projector remote control at the screen and press the button marked

"VHS/DVD".

3. Place the tape or disc in the machine.

4. Turn the room volume control knob (located on the wall above the cabinet) to the middle position.

5. Press either the VCR or DVD button on the machine's remote control.

6. Press play on the machine or the machine's remote control for the type of media being used (either VHS or DVD).

Before Leaving the Classroom

1. Tum off the projector by aiming the remote control at the screen and pressing the power button twice.

2. Tum the room volume knob to "0".

3. Tum the VCRIDVD machine off.

4. Place all remote controls and cables in the cabinet.

5. Lock the cabinet

Audiovisual Equipment

School of Nursing laptops and portable LCD projectors may be reserved by contacting the Director's Office or the Office Coordinator. School laptops and LCD projectors are for on campus use. Travel requests will be evaluated individually, based upon availability of equipment and rationale for off campus use. All equipment is reserved on a first come, first serve basis.

Classroom and Meeting Room Reservations

Classrooms for regular classes are assigned each semester by the School of Nursing Director. Most room reservations for other classes, meetings, etc. should be made through the secretary at the front desk in the Dean's Office (Room 345 McDowell). Rooms should be reserved as far in advance as possible. Reservations for Lab Rooms in McDowell should be made through the lab coordinator. Reservations for the Faculty Conference Room (359) should be made through the SON staff.

The CHS Dean's Office is able to reserve the following rooms:

Room Number	Capacity
McDowell 114	110
McDowell 222	50
McDowell 225	40
McDowell 302	12

All other classrooms should be requested through Central Scheduling.

School of Nursing Conference Room, 359 McDowell, reservations are to be made through the School of Nursing staff members.

Guest Parking

Guest lecturers and other School guests should park in the Parking Garage on Main Street, and need to see the staff in Room 391 McDowell for parking vouchers.

PLEASE NOTE: Give the administrative assistant in the Director's Office advance notice of parking vouchers needed at the beginning of each semester.

Resource Room for Faculty

Room 386 McDowell is equipped with several resources for faculty:

- One computer with MS Office, full version of Adobe Acrobat, plagiarism software, MS publisher and SPSS-PC
- One printer
- One scanner
- Recent and current nursing and education journals
- A LaserJet network printer (black only print)

The faculty resource room may be used to gain internet access, create PDF files and support specialty software at the request of faculty. Teaching and research assistants may use this room when completing their TA or RA work under the direction of the responsible faculty or staff.

F: TRAVEL

Travel Funding

The School of Nursing values participation in regional, national and international scholarly conferences. For promotion, candidates are expected to present professionally on a regular basis. Therefore, School funds are used to help support faculty travel. Funds, however, are limited based on the annual operating budget. All faculty are strongly encouraged to obtain travel funds through grant funding and to access University travel support funds from International Programs and the Office of Women's Affairs.

Requests for travel funding should be made *in advance* of the travel so that the availability of funds can be determined. All requests are submitted to the Director.

The guidelines and priorities used to determine expenditure of travel funds are:

Priority Basis:

- Presentation of a scholarly paper or data-based poster. (On multiple authored works, funding will be limited to the individual presenting or the first author.) The next priority area is funding for chairing a session or regional/national/international session.

- To support the development of junior faculty, tenure track assistant professors will receive higher priority for funding than other ranks.

- Attendance at a conference without presentation may be supported based on rationale for the attendance. Faculty requesting this type of travel support will submit a written request in advance of the travel.

Guidelines:

- Faculty with external travel funds will be required to expend these sources prior to accessing School funds.
- School funds may be used as required "matching" funds for International Travel Awards of Travel funds from the Office of Women's Affairs.
- School funds will be limited to an annual level for each faculty member.
- School funding may not be accumulated over time.

bns: 5/18/11

Travel Authorization Form

School of Nursing – Travel Authorization Form
---

1. Name of Traveler:_____   Date: _____

   Name of Conference: _____
   Attach Flyer for Conference
   Reason for Attending:
   ___ Committee Participation   ___ Required Meeting   ___ Student Recruitment
   ___ Learning Conference   ___ Research Presentation   ___ Management Improvement
   ___ Other (explain)

   Last dates/purpose of travel: _____

2. Travel Destination: _____
   Dates of Travel: _____   _____
                                 Departure   Return
   Conference Dates/Times: _____
   (Note: Travel Authorization Request forms must be submitted at least 30 days in advance of the requested travel.)

3. Mode of Transportation
   ___ Airline   ___ Train   ___ Personal Vehicle   ___ Other (please specify)

4. Estimated cost and method of payment.

   <u>Totals</u>
   Transportation $ _____
   Lodging $ _____ x ___ days = $ _____
   Registration $ _____
   Meals $ _____ x ___ days = $ _____
   Taxi $ _____
   Airport Parking $ _____ x ___ days = $ _____
   Other (explain) $ _____
                TOTAL $ _____
              ** PLEASE NOTE SCHOOL POLICY ON ALLOWABLE TRAVEL COSTS **

   > Expenses to be paid by:
   > ___ School Account # _____
   > ___ Grant Account # _____
   > ___ No Expense to UD/SON

5. Approvals: Traveler's Signature _____ Date_____
                     Director's Approval _____ Date _____
                     Funding Approval   _____ Date _____

In you change or cancel your travel, please notify the Director's Administrative Assistant. Submit this form to the Administrative Assistant at least 30 days prior to travel.

University Travel and Business Hosting Guidelines

Policy Number: 3-7
Policy Name: University Travel and Business Hosting Policy
Date: October 10, 1988
Revised: September 26, 1990; July 1994; June 1, 1996; September 20, 2000; March 16, 2001; August 7, 2002; September 23, 2004; July 1, 2005; September 12, 2005; September 7, 2006; August 11, 2008; February 2010; December 2010

PURPOSE

This policy's purpose is to define and establish an understanding of the University travel and business hosting policy and procedures, describe charges and reimbursable expenditures, and inform employees and expense report approvers of their responsibilities in managing and reporting business travel and business hosting related costs. Additionally, this policy is intended to create a format for complying with and administering an "accountable plan" as required by IRS regulations regarding travel and business hosting. Non-compliance may subject the University to financial risks including tax assessments, interest, and penalties.

POLICY

Charges for full or partial expenses connected with University work-related business travel, including attendance at professional meetings, may be approved for faculty, professionals, staff, and authorized students according to the following guidelines and limitations. Departmental units may develop their own additional business-specific policies that meet their needs. Departmental policies may be more, but not less, restrictive. If the travel or business hosting is to be charged to contracts, grants, or gifts with more restrictive limitations, those limitations will apply. All travel and business hosting expenses are subject to audit. All reimbursement payments will be made by direct deposit to the same employee account selected for payroll deposits

Charges for travel and business hosting expenses incurred while on official leave from the University require specific approval in advance by the Provost for personnel in academic units and by the Executive Vice President for personnel in administrative units, except as noted in Section 3 of the Faculty Handbook.

PRINCIPLES

Travel and business hosting must be consistent with the business and professional needs of the University.

Employees must: Conduct University business with integrity, in compliance with applicable laws, rules, and regulations in a manner that excludes consideration of personal advantage.

Exercise good judgment and travel on University business in a cost-efficient manner.

PRIOR APPROVAL OF TRAVEL

Each dean or vice president (or their designee) will determine prior travel approval requirements, if any, for personnel in departments reporting to them. If the traveler does not report to the unit or department sponsoring the travel, advance approval from the sponsoring unit or department is required.

Regarding travel funded from grants and contracts, in most cases federal agencies require that any travel be specified in the budget for faculty, staff and students. Some federal agencies require written prior approval for out-of-country travel charged to federally sponsored contracts and grants (including federal "pass through" funds). Direct any questions regarding a particular grant or contract to the Office of Sponsored Programs.

FUNDING TRAVEL EXPENSES

UD Credit Card

The UD Credit Card (presently a Visa card) is available to University employees to use for travel related expenses. Visa's guide to benefits in addition to other documents and information about the UD Credit Card are posted on the Procurement website in the [cards section](#)

The UD Credit Card must be used for payment of airfare, rail, car rentals (other than those obtained through the Motor Pool (see [II.I.4b](#).)), shuttle services, bus tickets, lodging, meals if entertaining, and other expenses necessary for work-related University travel. Verification of expenses and submission of reimbursements and settling of any cash advances, along with necessary original receipts, must be submitted no later than thirty (30) days after the ending date of the business activity. A traveler will assure verification and approval through the online tool, Works. All original receipts, along with a printout of the monthly expense report, will be maintained by the traveler or traveler's card administrator (as department policy dictates). Refer to [Policy 5-22](#) for additional information about the UD Credit Card policy.

Expenses charged to the UD Credit Card are the responsibility of the cardholder. The University of Delaware and/or Bank of America may cancel individual UD Credit Cards at any time upon reasonable suspicion of abuse. The card will be automatically canceled upon termination of employment at the University of Delaware.

Approval of Expenses or Reimbursement

Charges for travel expenditures must be approved by the traveler, reviewed and approved by the traveler's card administrator, and audited by the traveler's independent reviewer

The traveler is personally accountable for the accuracy and veracity of the University UD Credit Card transactions and or the Reimbursement Request submitted in Works and ensuring they conform to University travel policies and procedures. In addition, the traveler's supervisor (or designee) must approve any reimbursement in accordance with a process that meets the minimum requirements

outlined in the [posted reimbursement request process](#) (look under "Reimbursements" for the two versions of the process) published by Procurement Services.

Travel and business hosting expense approvers and card administrators are responsible for:

Ensuring that others understand the travel policy and the need to exercise good judgment while traveling

Ensuring that the trip was taken for a legitimate University business purpose

Reviewing and approving expense documentation or reports and backup for appropriateness and correctness

Individual departments or units may impose additional approval requirements as deemed appropriate.

Travel and Business Hosting Advance and Project/Program Cash Advances

Eligibility for Project/Program Cash Advances

University employees, supplemental faculty and professionals, graduate students, and fellows on contract, who are being paid by the University, may have a need for a cash advance to assist in financing University-authorized business where other payment options such as the UD Credit Card may not suffice. Such individuals are eligible to request a cash advance. An employee may also have a need for a cash advance for a special project or research program, such as for payments to individuals participating in human subject research.

Procedure for Receiving Cash Advances

Cash advances may be requested by the eligible traveler and approved by the account code administrator by completing the [UD Credit Card Enrollment Request Web form](#). A section of the application applies to UD Cash Advance Cards. The same application is used to request a new UD Cash Advance Card or to add funds to an existing UD Cash Advance Card. Requests for cash advances must clearly explain the items for which cash is requested.

The default procedure to issue a cash advance is through a UD Cash Advance Card. If this will not fulfill the specific need, other means may be discussed with Procurement Services. The completed application must be received in the Procurement Services office at least ten business days prior to the need if a first-time UD Cash Advance Card is to be issued or five business days if it is to reload an existing card with funds. Cash advances normally will be issued no earlier than five business days prior to the planned travel or program event.

Cash advances normally will not be issued for less than $200.

Reconciliation of Cash Advance Amounts

Advances must be reconciled with complete and correct documentation within 30 days following the ending date of the business activity.

Users of the cash advance service are personally responsible for the appropriate use and timely resolution of cash advances. Cash advances must be settled by verifying and "signing off" on expenses in the expense reporting tool Works and by supplying receipts and worksheets to the traveler's card administrator for reconciliation. Failure to reconcile the cash advance amounts on a timely basis may result in the full amount of the cash being deducted from the traveler's next paycheck.

Failure to adhere to the cash advance reconciliation procedure will result in denial of any additional advances until the unresolved advance has been appropriately reconciled. Other disciplinary and collection action may be required to collect on the cash advance as explained below. Such actions may commence unless Procurement Services is advised and presented with documented, acceptable special circumstances.

If the verification/signoff process of the cash advance user's UD Cash Advance Card account is more than two billing cycles overdue, the user's department supervisor will be notified and a repayment schedule will be arranged for the user by the user's supervisor and Procurement Services. If the cardholder does not adhere to the repayment schedule, payroll deduction of the cash advance will be instituted.

Repayment checks should be made payable to the University of Delaware and should be submitted to the card administrator who will process a cash transmittal. Cash advances for students that remain unresolved after two billing cycles will be charged to their student account.

OUT-OF-POCKET TRAVEL EXPENSES

Reimbursement is made only for necessary expenses of a traveler in the performance of his or her official duties that have not been charged to the UD Credit Card. Expenses reimbursed by any other entity (government, corporation, association, organization, individual, etc.) may not also be reimbursed by the University. If expenses paid by the University have been reimbursed by any other entity, the traveler must remit the amount of the reimbursement to the University of Delaware.

Procedure: Out-of-pocket expenses must be itemized in the Works application on a Reimbursement Request. The Cardholder and Card Administrator both will sign off on the transaction to verify correctness and eligibility for reimbursement. The documentation that supports the transaction must include evidence that the traveler's supervisor (or designee) approves the expense. An independent reviewer is required to audit expenses as specified in Policy 5-22.

Receipts: Original, itemized receipts are required for all travel related expenditures charged and out-of-pocket expenses in excess of $10.00 with the exception of personal meals, taxis, and public transportation (such as local bus and subway) as noted below.

UNALLOWABLE TRAVEL AND BUSINESS HOSTING EXPENSES
Expenditures including, but not limited to, charges for babysitting, fines for traffic violations, boarding of

pets, travel accident and life insurance, additional car insurance coverage, loss or damage to personal property, valet service, periodicals, repairs to personal vehicles used for work related purposes, movies, as well as travel expenses for any person or companion without an authorized UD business purpose are not permissible under this policy.

MEALS AND BUSINESS HOSTING EXPENSES

Meals and Business Hosting

Non-University Personnel

The cost of entertaining non-University personnel for business purposes (such as candidates for employment and guest speakers) is expected to be consistent with reasonable hospitality. Accommodations and meals are available on campus and in the Newark area at moderately priced facilities, and these facilities should be considered when making arrangements. Procurement Services suggests a list of such facilities at the [Procurement website](#).

The cost of meals should be reasonable and customary. "Reasonable" is to be determined by the account code administrator and/or supervisor of the UD Credit Card user or Procurement Services. Individual departments may elect to establish lower per-person limits.

Receipts are required for all meals when entertaining, regardless of the amount, and the UD Credit Card must be used whenever possible. Documentation of expenses is the responsibility of the cardholder. Detailed receipts must be augmented with the name of the guest(s), the affiliation with the University, the names of the University representatives, and the business purpose of the gathering.

Business hosting charges for meals are limited to the guest(s) and up to four University representatives. When a guest's spouse or domestic partner is present, the University representative(s) may include his or her Spouse or domestic partner; otherwise, business hosting charges are limited to employees and/or students. If more than four University personnel are involved in entertaining guests, prior approval of a vice president, associate vice president, dean or equivalent administrative officer is required and business hosting expenses must be charged to discretionary funds.
Note: Under this University Travel and Business Hosting Policy, "Domestic Partners" shall be defined as same-sex partners who have executed and filed an Affidavit of Domestic Partnership with Human Resources-Benefits. In addition, any reference to spouse is meant to include domestic partner

Meals for guests at area restaurants may not be charged directly to a University account with the restaurant.

Requests for payments directly to non-resident aliens (non-U.S. citizens who are neither permanent residents nor resident aliens) must be supported by documentation that indicates they are present in the U.S. under a visa type that allows such payments under Citizenship Immigration Services and Internal Revenue Service regulations. Examples include, but are not limited to, honoraria and payment for services. Before commitments are made to international guests, the University's Office for International Students and Scholars should be contacted to determine payment requirements. All

payments may be subject to federal income tax withholding unless exempt under a U.S. treaty with the visitor's home country. Information on treaty provisions is available in the Human Resources Department. A current UD W-8 form must be on file in Procurement Services before any payment will be made.

University Personnel

Business hosting charges for group work-related meals and refreshments are authorized at reasonable actual costs. University facilities or services should be utilized whenever possible. The UD Credit Card should be used and original receipts are required for all meals, regardless of the amount, and must be maintained by the University employee for reconciliation of business hosting charges. Business hosting charges for meals are limited to the guest(s) and up to four University representatives. Just as indicated above, accompanying documentation must indicate the names of the participants, their affiliation with the University, and the purpose of the meeting.

Business hosting expenses for refreshments and meals for University personnel for one annual "get together" event and for service recognition and retirement functions requires the approval of a vice president, associate vice president, dean or equivalent administrative officer and may not be paid or reimbursed with basic budget, state or federal funds.

Meals and refreshments for events such as holidays, birthdays and showers, Administrative Professionals Day, etc., are considered personal expenses for which use of University funds is prohibited. Except as approved by the Office of the President, social, sporting and other similar club memberships are ineligible to be paid with University funds. In cases where it is appropriate to send gifts or flowers to an employee (e.g., death in the family or other major life event), such gifts must be reasonable and customary, may not be paid or reimbursed with basic budget, state or federal funds and must be consistent with other aspects of University policy concerning gifts (see Policy 3-23: Policy on Gifts/Mementos to External Parties).

No charges are permitted to University basic budget or self-supporting, state or federal accounts for alcoholic beverages. Exceptions not specifically referenced require approval of the Provost for academic departments and of the Vice President for Finance and Administration for administrative departments.

Personal Meals While Traveling – Per Diem Reimbursement

Reimbursement for personal meals and incidental expenses is on a per diem basis. Personal meals are those incurred when traveling on an out-of-town business trip. Incidental expenses are those incurred for personal use such as personal care products, newspapers, periodicals, etc. A per diem is an allowance that is determined by University policy to cover meals and incidentals while on business travel. The University of Delaware has adopted the per diem rates as set by the federal government for its agencies and affiliates.

Typically domestic per diems are set by the U.S. government once a year and foreign per diems may change as frequently as monthly due to currency fluctuations. Foreign per diems as set for the months

traveled are to be applied for travel expenses abroad. The per diem limits for meals and incidentals for domestic and foreign travel are found at the following websites:

[Domestic per diem rates](#)

[Foreign per diem rates](#)

Domestic and foreign per diem rates are reduced for the first and the last day of travel to 75% of the full daily per diem rate.

With the use of per diems, meals of the traveler are considered a personal expense and should not be charged on the UD Credit Card. Any personal meals that are charged on the UD Credit Card must be reimbursed by the traveler or deducted from their per diem reimbursement. In addition, meal receipts for a traveler's PERSONAL meals are not required unless charged to the UD credit card or the department has elected to permit meal and incidental reimbursement on an actual receipt basis.

For both the domestic and the foreign per diems, a college or department may elect to impose a more restrictive policy (including requiring receipts for personal meals and incidental expenses). Any alternative policy must clearly address the per diem restrictions for the first and last days of travel.

Note: Any reimbursement of meals and incidental expenses based on actual receipts must not exceed the total per diem allowance for the trip. A complete reconciliation of the meals and incidental expenses and the per diem allowance must be included as supporting documentation for the expenses.

When an outside agency pays for meals, the traveler's claim for the per diem must be adjusted by the amount of the meal provided by the outside agency in accordance with the [Meals and Incidental Expenses Breakdown Table](#) for domestic travel or [Appendix B](#) of the Federal Travel Regulations for foreign travel.

If a traveler is attending a conference where a meal is provided, the traveler's claim for the per diem must be adjusted by the amount associated with the meal provided by the conference in accordance with the [Meals and Incidental Expenses Breakdown Table](#) for domestic travel or [Appendix B](#) of the Federal Travel Regulations for foreign travel.

When a traveler is entertaining individuals on behalf of the University, the traveler may submit the meal receipt according to policy when reconciling the guests as well as the traveler's meal. The traveler's claim for the per diem must be adjusted by the amount of the meal included in the business hosting receipt in accordance with the Meals and Incidental Expenses Breakdown Table for domestic travel or Appendix B of the Federal Travel Regulations for foreign travel.

Only trips involving out-of-town travel away from home or the traveler's usual work location for more than 12 hours qualify for per diem meal and incidental expense reimbursement. Reimbursement for such trips that do not include an overnight stay will be 75% of the full day per diem for the destination city.

LODGING

Lodging charges should be kept to a minimum by requesting standard accommodations whenever possible. It is expected that the traveler will exercise prudent judgment in selecting a place to stay and will endeavor to obtain the lowest commercial rate available. Original detailed receipts (hotel folio) must be obtained by traveler. Lodging expenses may include business telephone calls, luggage storage if needed, and tips for service.

Unallowable charges include: in-room movie rentals, mini-bar, recreational fees, costs for failure to cancel reservations, and laundry. These personal incidentals should not appear as charges on the UD Credit Card but if they do, they must be reimbursed to the University by the traveler.

Expenses for spouse, domestic partner, or traveling companion charges for all travel expenses, including meals and lodging, is limited to the University employee traveling on authorized University business and does not include expenses for a spouse, domestic partner, or other traveling companion. (See II.J.2. for exception for extended stays).

REGISTRATION FEES
Registration fees should be charged on a UD Credit Card. In cases where the UD Credit Card is not accepted, a FIN Requisition/Vendor Payment Request web form should be completed and forwarded to Procurement Services. The request is to be accompanied by a letter or registration form which will be mailed along with the payment by Procurement Services to the seminar or conference sponsor.

TRANSPORTATION
The mode of transportation selected is to be justified on the basis of the most economical use of the traveler's time and the requirements of the trip. If, for the convenience of the traveler, an indirect or interrupted route is chosen, any additional expense will be borne by the traveler. Expenses will be based only on such charges as would have been incurred by a usually traveled route.

Air travel

When traveling by commercial airline, accommodations are to be for coach or economy class. The University will allow a single class upgrade from the lowest published coach or economy class fare for flights with destinations outside the contiguous United States provided all three of the following requirements are met:

The flight itinerary for the ticket to be upgraded must include a single leg that includes at least 6 hours of continuous flying time.

The upgrade is approved by the traveler's dean or vice president and such approval is documented.

The cost difference between the lowest published coach or economy class and the upgraded class is charged to a discretionary purpose code.

Faculty leaders of the Institute for Global Studies study abroad programs are not eligible for the single class upgrade under this policy while traveling on these programs with students.

Foreign air travelers using federal funds or federal pass-through funds must comply with the Fly America Act, 41 Code of Federal Travel Regulations (CFR), Chapters 300 through 304, part 301-10.131 Use of United States flag air carriers, www.gsa.gov/federaltravelregulation. Additional information is available in the UD Research Office. Any individuals traveling under exemption to the Fly America Act must fully document the reasons for the exemption.

Airline tickets must be purchased by the traveler (or her/his designee) on an approved UD Credit Card or on a purchase order under a separate University contract. The University's preferred travel management company, Egencia, should be used whenever possible. An original passenger receipt or printed e-ticket invoice must be maintained by the traveler for verification of travel.

Rail or Bus

Rail and bus fares on any trip should be the least costly option consistent with the University business travel policies. The traveler should take advantage of round-trip or excursion rates whenever possible. Business class seats are the acceptable class of service. Any seating upgrades will be at the traveler's personal expense. Use of first class service on Amtrak trains is not permitted.

Train tickets must be purchased by the traveler (or his/her designee) on an approved UD Credit Card.

Taxi Fares and Public Transportation

Taxi fares are reimbursable only when it is necessary to use such means of transportation. Receipts are not required, but taxi costs are to be itemized when reconciling travel expenses and submitting a request for reimbursement. Taxi fares may also be charged on the UD Credit Card.

If public transportation such as a local bus or subway is used, charges are to be itemized but receipts are not required.

Car

Rentals – Commercial

When a rental car is necessary, the University traveler should make every effort to book their transportation rental needs through Egencia, the preferred travel management company of the University.

Car rentals should be charged to the traveler's UD Credit Card or on a purchase order under a separate University contract. At the end of the travel, the original rental agreement and invoice must be maintained by the traveler for reconciliation of the business expense.

The University provides full primary insurance coverage for short term rentals (under 30 days) of automobiles by employees on University business anywhere in the United States, its territories and

possessions, and Canada. The traveler should refuse car rental insurance offered by the commercial agency, except as noted below. For business rentals or leases lasting 30 days or longer, contact the Office of Risk Management to have car insurance provided.

For rentals by employees in countries other the United States or Canada, the minimum automobile liability insurance required in the country where the vehicle will be rented or where it will be utilized should be purchased directly from the car rental agency.

University-owned vehicles
University-owned cars are generally available for business travel through the Motor Pool. If a University car is used, mileage will be charged to the appropriate travel account; credit cards for gasoline will be provided with the car.

Privately owned vehicles

At the discretion of the traveler's supervisor, privately owned vehicles may be used for University travel.

Use of a privately owned vehicle is reimbursable at the U.S. Government reimbursement rate as posted on the government website, www.gsa.gov/mileage. The posted rate is intended to cover all operating expenses, including repairs, insurance, gasoline, depreciation, towage and other similar expenditures. Official travel by private vehicle is based on the actual driving distance using the most direct route. University automobile liability insurance coverage for privately owned vehicles used for University business is limited to secondary coverage; the vehicle owner's automobile insurance is the primary coverage. University liability coverage will apply only to claims which exceed the vehicle owner's insurance. The University does not provide physical damage coverage for privately owned vehicles. For more information on automobile coverage, refer to Policy 3-1.

Parking and Toll Charges
Parking and toll charges are allowable travel expenses. Tolls and parking should be charged to the UD Credit Card where feasible; when cash is used, tolls and parking expenses will be reimbursed. Original receipts or stamped parking tickets showing the exact payment made and date are to be submitted for each expense that exceeds $10. Validated parking should be utilized when available.

EXTENDED STAYS OF THIRTY (30) DAYS OR MORE

Study Travel Programs
University faculty or other personnel conducting study abroad and/or domestic study-travel programs sponsored by the Institute for Global Studies will use the following guidelines. Study-travel programs include those offered at locations abroad or within the U.S. but outside of the State of Delaware and which offer credit courses to students.

Lodging and Travel:
Expenditures for lodging and travel arrangements and associated expenditure requests must have approval in advance from the Institute for Global Studies (IGS). Charges for such expenditures must be evidenced by original itemized receipts. Receipts are not required for daily meals and incidental

expenses with per diem rates, described below, prevailing. Except in special circumstances and with pre-approval by IGS, University faculty and other personnel accompanying programs with a duration in excess of thirty (30) days must be accommodated in lodging with cooking facilities.

Meals and Incidental Expenses (M&IE): Meals and incidental expenses will be reimbursed on a per diem basis as follows:

Accommodations that do not include cooking facilities

Foreign locations: Maximum of $34 or 50% (whichever is greater) of the US Department of State daily M&IE allowance established by locale for foreign locations including the Trust Territory of the Pacific Islands, Alaska, Hawaii, Puerto Rico, and territories and possessions of the U.S.

Domestic locations: Maximum per diem is the US Department of State daily M&IE allowance by location

Accommodations that include cooking facilities

Foreign locations: Maximum of 40% of the US Department of State daily M&IE allowance established by locale for foreign locations including the Trust Territory of the Pacific Islands, Alaska, Hawaii, Puerto Rico, and territories and possessions of the U.S.

Domestic locations: Maximum per diem is 75% of the U.S. Department of State daily M&IE allowance by location.

For Foreign travel under the Study Travel Programs, the per diem for the first and last day of travel at the full per diem rate as described above is permitted.

Questions pertaining to Meals and Incidental Expenses for Study Travel Programs may be directed to the Institute for Global Studies, x2852.

Link for domestic per diem rates

Link for foreign per diem rates

The approved amounts can be adjusted according to the travel destination, length of stay, ability of the traveler to make use of local establishments, and ancillary needs discussed with the Institute for Global Studies and individual college or department account administrators before the travel occurs.

Spouse, Domestic Partner, and Dependents
Except as limited by contract/grant or gift restrictions, roundtrip economy air fares for international travel for accompanying spouse, domestic partner, and dependent children (under 18 years of age) may be included as part of the project budget where the minimum stay is greater than 60 days. Employees traveling on extended leave which is funded from external awards should contact the Research Office for sponsor regulations governing dependent travel. No cost-of-living supplement beyond that for project personnel may be included. Airfare that is purchased by the University for a spouse, domestic

partner, and dependent children represents taxable income to the employee and will be reported to the Internal Revenue Service on Form W-2.

TRAVEL EXPENSES OF NON-UNIVERSITY PERSONNEL

Except for extended visits to the University, reimbursement of travel expenses to an individual other than University personnel, e.g., colloquium speaker, visiting faculty, prospective employee, etc., is subject to the same policies that pertain to University personnel.

For visits of 30 days or more to the University by visiting faculty and professionals, when reimbursement for living expenses is being provided by the University, the department administrator may approve a per diem method and amount in lieu of actual expense reimbursement. The maximum approved per diem amount may not exceed the U.S. Department of State's daily per diem allowance for this area.

An administrative officer will complete a [FIN Request for Payment to Individual web form](#) for the non-University personnel and attach any required receipts. After approving the expenditure, it will then be processed for payment in accordance with the usual electronic procedure. The reimbursement check will be issued by Procurement Services to the non-University personnel.

For payments or reimbursements made to or for non-resident foreign visitors, the visitor must hold a current visa type that allows such payments. Prior to inviting such visitors to campus, contact the [Office for International Students and Scholars (OISS)](#) for sample invitation letters that explain visa requirements appropriate for the purpose of the visit. For a complete list of visa types and restrictions on payments, contact OISS.

Visiting faculty members, including distinguished foreign scholars, who live more than one hundred miles from campus and who are invited to teach at the University of Delaware during a semester may be reimbursed for one round trip from their homes to the Newark campus. Rail or airfare reimbursement will not exceed the cost of a single round trip economy fare plus reasonable ground transportation, and automobile travel reimbursement will not exceed the standard mileage rate. This travel expense reimbursement is not intended for regular University of Delaware faculty. Before a department may commit funding to a visiting faculty member, approval must be obtained from the dean. The dean will determine how best to allocate limited funds and weigh the potential contribution to the University of each proposed visitor.

COMBINATIONS OF UNIVERSITY TRAVEL AND PERSONAL TRAVEL

Expenses payable by others
If a traveler is taking a trip that is payable jointly by the University and another entity, the University will pay for its share of the actual fare necessary for University business. The traveler is responsible, through a cash transmittal, to reimburse the University for any charges for the trip reimbursed by another entity. When an outside agency pays for meals or lodging on behalf of the traveler, the traveler may not claim full per diem for the affected days of the trip. The amount paid for the trip from all sources may not exceed the total expenses incurred.

Indirect Routes

If a traveler interrupts a direct route while on University business for non-University business, reimbursement for the mode of transportation selected will be at either the actual charge or the charge that would have been incurred by traveling the direct route by the most economical means, whichever is less. The charge for the direct route must be documented at the time of booking.

STUDENT TRAVEL

Students traveling for the University are to follow the same policies as University employees. Student travel charged to grant accounts must be specified in the approved grant budget before the travel occurs. Contact the Office of Sponsored Programs to determine if the travel is allowed under the terms of the specific grant.

Appropriate student travel supported by a University department may also be charged to "private" awards and gifts if the conditions of the agreement or gift restrictions permit such charges to supplemental funds or to discretionary funds.

Travel Reimbursement Policy for Students Representing Recognized Student Organizations. University funds are not normally used to cover the cost of student travel. There may be occasions that warrant an exception to this policy. If a recognized student organization believes an exception should be made, students must adhere to the following policies and procedures:

Money to reimburse student travel must have been budgeted by the organization and approved by the Student Center Allocation Board.

Each request will be considered on its own individual merits taking into account the funds available.

Before taking a trip by car, availability of University vehicles maintained by the Motor Pool should be determined. If a University vehicle is used, mileage will be charged to the student organization; tolls and parking may be reimbursed to the driver (receipts must be provided.) Credit cards for gasoline may be obtained at Motor Pool and must be used if gasoline is needed. When signing the receipt for gasoline, the individual must sign his or her own name and indicate the name of the organization he or she is representing.

Lodging expenses should be kept to a minimum by requesting standard accommodations and taking advantage of any convention or educational discounts.

Students traveling on University business will be afforded the same per diem reimbursement as employees. (See section II.F.2 of this policy).

Miscellaneous – Luggage expenses, telephone, and service charges must be itemized on the request for reimbursement, when such expenses are not included as part of the hotel bill. Taxi, bus, and subway charges must be itemized. Registration fees must be substantiated by a receipt.

APPROVAL OF EXCEPTIONS

Exceptions to this policy must first be approved by the Provost (or their designee), for academic units, or by the Vice President for Finance and Administration (or their designee), for administrative units and then submitted to the Director of Procurement Services for final approval.

G: CURRICULUM INFORMATION

Doctoral Program Outcomes

1. Generate new knowledge through research and theory testing;
2. Reflect a nursing and interdisciplinary perspective in research and scholarly endeavors;
3. Evaluate the relationship of the expanded knowledge base in nursing and external forces (i.e., economic, demographic, political, cultural) on the provision of health care to society, the education of nurses, and the development of health policy;
4. Contribute to solutions that advance health care in a culturally diverse society through communication of knowledge to the intra- and interdisciplinary scientific communities and the community-at-large;
5. Examine ways in which nursing knowledge and practice are related to and influenced by historical developments, philosophical thought, and cultural diversity.

Graduate Program Outcomes

UNIVERSITY OF DELAWARE
School of Nursing

Graduate Program Outcomes

Students who complete the master of science in nursing program will have developed the ability to practice as clinical nurse specialists, nurse practitioners, or nurse administrators in a variety of health care settings. They will demonstrate the following behaviors:

1.   Evaluate theories and concepts drawn from nursing, the arts and humanities, and the biological, social, and physical sciences as the basis for practice as clinical nurse specialists, nurse practitioners, or nurse administrators.

2.   Analyze the influence of value systems and ethnicity on healthcare practices, healthcare systems, and the roles of clinical nurse specialists, nurse practitioners, or nurse administrators.

3.   Demonstrate competence as a clinical nurse specialist, nurse practitioner, or nurse administrator.

4.   Collaborate in interdisciplinary efforts to provide healthcare and improve healthcare delivery systems to local, state, and/or national levels.

5.   Assume leadership in interpreting and promoting professional nursing to other members of the profession, other disciplines, consumers, and legislators.

6.   Provide leadership in defining, developing, and implementing current and emerging nursing roles.

7.   Develop proposals for studies or projects that can contribute to the expansion of nursing knowledge and practice.

8.   Demonstrate ethical decision making and professional accountability as a clinical nurse specialist, nurse practitioner, or nurse administrator.

9.   Advocate for health legislation at local, regional, and/or national levels.

        Approved by DANS Faculty 10/88
        Revised 5/94
        Revised by the Committee for Graduate Education, March, 2001/May, 2002

        bb
        word/c/program/program-outcomes
        Reviewed 2011

Undergraduate Program Outcomes

UNIVERSITY OF DELAWARE – SCHOOL OF NURSING

College of Health Sciences

Upon completion of the BSN curriculum, the graduate will:

1. Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.
2. Apply critical thinking processes-to the practice of professional nursing.
3. Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.

4. Integrate health education into the care of individuals, families, and communities.

5. Demonstrate cultural competence in provision of care to diverse populations.

6. Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.

7. Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.

8. Use verbal and written communication and technology effectively within health care environments.

9. Incorporate concepts of organizational behavior and economics of health care delivery into nursing practice.

10. Collaborate with health care professionals and consumers to ensure effective and efficient care.

11. Provide leadership to initiate change in communities, health systems, the profession and the political arena.

12. Apply research and other best evidence to improve nursing practice and health care.

Accepted by SON Faculty 3/10/98

AdHoc Comm./sg 3/16/98

Rev. May 2003

#12 Accepted by SON Faculty 12/2008

Approved by Curriculum Committee 3/24/08

Revised/Approved Curriculum Committee 4/19/2011

Undergraduate Curriculum Map
University of Delaware - School of Nursing

Directions: The curriculum map is designed to track assessment/evaluation methods through the curriculum. For each course, use the assessment key to identify how program outcomes are met.

Assessment Key: CL - Clinical, P = Paper, Q = Exam/Test Ques., O = Oral Presentation, S = Standardized Test, Pf = Portfolio, L = Lab, H = Homework, G = Group Work, C - Class Participation,

A = Attendance, J = Journal, FE - Field Experience, D = Discussion, pos = Poster

Program Outcomes:

1. Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.

2. Apply critical thinking processes to the practice of professional nursing.

3. Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.

4. Integrate health education into the care of individuals, families, and communities

5. Demonstrate cultural competence in provision of care to diverse populations.

6. Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.

7. Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.

8. Use verbal and written communication and technology effectively within healthcare environments.

9. Incorporate concepts of organizational behavior and economics of health care delivery into nursing practice.

10. Collaborate with health care professionals and consumers to ensure effective and efficient care.

11. Provide leadership to initiate change in communities, health systems, the profession, and the political arena.

12. Apply research and other best evidence to improve nursing practice and health care.

Learning Goals		1	2
Course	Title		
NURS 100	New Student Connections	D, A	D
NURS 101	Human Anatomy		
NURS 110	Nursing Connections	D, A	L, C
NURS 200	Clinical Decision Making	P, Q, D	P, Q, D,L
NURS 220	Concepts of Nursing Practice (ACCEL)	P, Q, D	P, Q, D
NURS 220	Pharmacology	H, Q,D, L	Q,D, H, L
NURS 230	Foundations of Nursing (Accel)	P, Q, D	P, Q, D
NURS 231	Health Promotion Across the Lifespan	P, Q, O, L, F, FE, D	P, Q, O, L, F, FE, D
NURS 232	Care of Vulnerable Populations	P, Q, D	P, Q, D,L, O
NURS 241	Scientific Basis of Nursing A	P, Q, L, H, C, D	P, Q, L, H, C, D
NURS 242	Scientific Basis of Nursing B		
NURS 250	Health Assessment Across the Lifespan	P, Q, H	P, O ,L
NURS 312	Pathophysiology		
NURS 335	BRN Orientation	P, Q, D	P, Q, D
NURS 345	Conceptual Foundations for Nursing Practice (BRN)	P,H,G, O, D	P,H,G,D
NURS 350	Wellness/Health Assessment (BRN)	P,Q,H,FE	P, H, FE
NURS 352	Adult Health Nursing A		
NURS 354	Psychosocial Nursing	P, Q, S, L, G, C, A, FE, D	P, Q, S, L, G, C ,A ,FE, D
NURS 356	Care of Children & Families	P, Q, S, L, H, A	P, Q, S, L, H, A
NURS 358	Nursing Care of Women	L	L
NURS 362	Research Concepts in Health Care		Q, O,G,P,L
NURS 372	Adult Health Nursing B	P, Q, S, C, A, L, FE	A, C, L, S, Q, P, FE
NURS 382	Communities & Health Policy		
NURS 390	Fieldwork in the Health Professions	CL, P, A	CL, P, A
NURS 411/412	Holistic Nursing	P, Q, D	P, Q, D
NURS 411/412	Nursing Education as a Career	D	P, D
NURS 411	Oncology Nursing	Q,O,H,G,C,D,POS	Q,O,H,G,C,POS
NURS 411	High Risk OB	FE, O, L, C, D, A, H	H, L,G, D, S, C, A
NURS 411	Selected Aspects of Critical Care Nursing	P, Q, G, C,A ,L ,O, FE	P, Q,G, C ,A, L, H ,O, FE
NURS 435	Leadership and Management in Health Organizations (BRN)	P, O, D, G	P, O, D, G
NURS 442	Community Health Nursing (BRN)	P, D	P, D
NURS 443	BRN Role Practicum	CL, P, H, C,J, O	CL, P, H, C,J, O
NURS 450	BRN Capstone	O, D	O, P, D, C
NURS 453	Clinical Applications: Adult Health Nursing I	CL, P, O, H, G, D CL, P, O, H, G, D CL, P, O, H, G, D	
NURS 457	Clinical Applications: Maternal-child Nursing	CL, P, H, J, D	CL, P, H, J, D
NURS 459	Clinical Applications: Psychosocial Nursing		
NURS 460	Clinical Integration A		
NURS 473	Clinical Applications: Adult Health Nursing II	CL,P,O,H,G,D	CL,P,O,H,G,D
NURS 477	Clinical Applications: Care of Populations	O,D,C,D	O,D,C,P.D
NURS 479	Clinical Elective: Preceptorship	CL, J, O	CL, J, O
NURS 480	Clinical Integration B	C,D	P,G,D,C

Learning Goals		3	4
Course	Title		
NURS 100	New Student Connections	D, Q	D, Q, L
NURS 101	Human Anatomy		
NURS 110	Nursing Connections	L, G	D, L, G
NURS 200	Clinical Decision Making	FE, D, Q	H, P,Q,D
NURS 220	Concepts of Nursing Practice (ACCEL)	D,Q	P, Q, D
NURS 220	Pharmacology	FE, D, Q	H, P,Q,D
NURS 230	Foundations of Nursing (Accel)	FE, D, Q	P, Q, D
NURS 231	Health Promotion Across the Lifespan	P, Q, O, L, F, FE, D	P, Q, O, L, F, FE, D
NURS 232	Care of Vulnerable Populations	FE, D, Q	H, P,Q,D
NURS 241	Scientific Basis of Nursing A	P, Q, L, H, C, D	Q, P, D
NURS 242	Scientific Basis of Nursing B		
NURS 250	Health Assessment Across the Lifespan	L, FE	FE, L
NURS 312	Pathophysiology		
NURS 335	BRN Orientation	P	n/a
NURS 345	Conceptual Foundations for Nursing Practice (BRN)		
NURS 350	Wellness/Health Assessment (BRN)	FE, H	FE, P
NURS 352	Adult Health Nursing A		
NURS 354	Psychosocial Nursing		
NURS 356	Care of Children & Families	P, Q, S, L, H, A	P, Q, S, L, H, A
NURS 358	Nursing Care of Women	L	L
NURS 362	Research Concepts in Health Care		
NURS 372	Adult Health Nursing B	A, C, L, S, Q, P, FE	A, C, L, S, Q, P, FE
NURS 382	Communities & Health Policy		
NURS 390	Fieldwork in the Health Professions	CL, P, A	n/a
NURS 411/412	Holistic Nursing	P, Q, D	P
NURS 411/412	Nursing Education as a Career		C
NURS 411	Oncology Nursing	D, POS	POS, D, H
NURS 411	High Risk OB	O, C, FE, D, G, A, L	O, G, D, C, A
NURS 411	Selected Aspects of Critical Care Nursing	P ,Q, G ,C ,A ,L, O, FE	P, Q, G, C, A, L, O, FE
NURS 435	Leadership and Management in Health Organizations (BRN)	P, D	D
NURS 442	Community Health Nursing (BRN)	P, D	P, D
NURS 443	BRN Role Practicum	CL, P, H, C,J, O	CL, P, H, C,J, O
NURS 450	BRN Capstone	O, P	O, P
NURS 453	Clinical Applications: Adult Health Nursing I		CL, P, O, H, G, D
NURS 457	Clinical Applications: Maternal-child Nursing	CL, P, H, J, D	CL, P, H, J, D
NURS 459	Clinical Applications: Psychosocial Nursing		
NURS 460	Clinical Integration A		
NURS 473	Clinical Applications: Adult Health Nursing II	CL,P,O,H,G,D	CL,P,O,H,G,D
NURS 477	Clinical Applications: Care of Populations	n/a	n/a
NURS 479	Clinical Elective: Preceptorship	CL	CL
NURS 480	Clinical Integration B	D, POS	D

Learning Goals		5	6
Course	**Title**		
NURS 100	New Student Connections	D, Q, G, C	D,, L, H
NURS 101	Human Anatomy		
NURS 110	Nursing Connections	L, D, Q, G	D, C
NURS 200	Clinical Decision Making	P, Q, D	P, Q, D,H
NURS 220	Concepts of Nursing Practice (ACCEL)	P, Q, D	P, Q, D,
NURS 220	Pharmacology	D, Q	L, P, Q, D
NURS 230	Foundations of Nursing (Accel)	P, Q, D	P, Q, D
NURS 231	Health Promotion Across the Lifespan	P, Q, O, L, F, FE, D	P, Q, FE, G, C
NURS 232	Care of Vulnerable Populations	P, Q, D, O	P, Q, D
NURS 241	Scientific Basis of Nursing A	Q, P, D	D
NURS 242	Scientific Basis of Nursing B		
NURS 250	Health Assessment Across the Lifespan	Q, FE, L	C, Q
NURS 312	Pathophysiology		
NURS 335	BRN Orientation	n/a	P
NURS 345	Conceptual Foundations for Nursing Practice (BRN)	P,O,D	P,O,D
NURS 350	Wellness/Health Assessment (BRN)	H,Q,FE	H,P,FE
NURS 352	Adult Health Nursing A		
NURS 354	Psychosocial Nursing		
NURS 356	Care of Children & Families	P, Q, S, L, FE	Q, S, C, D
NURS 358	Nursing Care of Women	L	L
NURS 362	Research Concepts in Health Care		Q,C,G,O,P,L
NURS 372	Adult Health Nursing B	FE, P	FE, P, C
NURS 382	Communities & Health Policy		
NURS 390	Fieldwork in the Health Professions	CL, P, A	CL, P, A
NURS 411/412	Holistic Nursing	P, D	D
NURS 411/412	Nursing Education as a Career	D	P
NURS 411	Oncology Nursing	Q,D	Q,D,C
NURS 411	High Risk OB	O, A	D, C, A
NURS 411	Selected Aspects of Critical Care Nursing	G, C, A, L, O, FE	P, Q, G, C, A, L, O, FE
NURS 435	Leadership and Management in Health Organizations (BRN)	D	D, G,O
NURS 442	Community Health Nursing (BRN)	D	P, D
NURS 443	BRN Role Practicum	CL, P, H, C,J, O	CL, P, H, C,J, O
NURS 450	BRN Capstone	O	O
NURS 453	Clinical Applications: Adult Health Nursing I	CL, G, D	CL, H, D
NURS 457	Clinical Applications: Maternal-child Nursing	CL, P, J	CL, P, J
NURS 459	Clinical Applications: Psychosocial Nursing		
NURS 460	Clinical Integration A		
NURS 473	Clinical Applications: Adult Health Nursing II	CL,H,G,D	CL,H,D
NURS 477	Clinical Applications: Care of Populations	F,E,P	G,C,D
NURS 479	Clinical Elective: Preceptorship	CL	CL
NURS 480	Clinical Integration B	D,O	D,O

Learning Goals		7	8
Course	Title		
NURS 100	New Student Connections	D,G	D, L, P, G. O, Q
NURS 101	Human Anatomy		
NURS 110	Nursing Connections	L, A, C	Q, D, L, P G, O
NURS 200	Clinical Decision Making	FE, P, Q, D	P, D, Q, L
NURS 220	Concepts of Nursing Practice (ACCEL)	P, Q, D	P, Q, D
NURS 220	Pharmacology	FE, P, Q, D	L, P, Q, D
NURS 230	Foundations of Nursing (Accel)	P, Q, D	Q, D
NURS 231	Health Promotion Across the Lifespan	P, Q, FE, G, C	P, Q, O, L, F, FE, D
NURS 232	Care of Vulnerable Populations	FE, P, Q, D	Q, D
NURS 241	Scientific Basis of Nursing A	D	P, O, L
NURS 242	Scientific Basis of Nursing B		
NURS 250	Health Assessment Across the Lifespan	L, FE	P, L, FE
NURS 312	Pathophysiology		
NURS 335	BRN Orientation	D	P, D
NURS 345	Conceptual Foundations for Nursing Practice (BRN)		P,D
NURS 350	Wellness/Health Assessment (BRN)	FE, H	FE, P
NURS 352	Adult Health Nursing A		
NURS 354	Psychosocial Nursing		
NURS 356	Care of Children & Families	FE,D	P,H
NURS 358	Nursing Care of Women	L	L
NURS 362	Research Concepts in Health Care		O,POS,P, Q,C, G
NURS 372	Adult Health Nursing B	A, C, L, FE, P	D, P, C, L, FE
NURS 382	Communities & Health Policy		
NURS 390	Fieldwork in the Health Professions	CL, P, A	CL, P, A
NURS 411/412	Holistic Nursing	J, D, P	J, P, D
NURS 411/412	Nursing Education as a Career		P, D
NURS 411	Oncology Nursing	D,Q,C	POS,H
NURS 411	High Risk OB	A, C, D, G	A, H, D, C, L, FE, G
NURS 411	Selected Aspects of Critical Care Nursing	P, G, C, A, L, O, FE	P, Q, G, C, A, L, O, FE
NURS 435	Leadership and Management in Health Organizations (BRN)	O, D, G	O, G
NURS 442	Community Health Nursing (BRN)		P, D
NURS 443	BRN Role Practicum	CL, P, H, C,J, O	CL, P, H, C,J, O
NURS 450	BRN Capstone	O, P, C	O, P, D
NURS 453	Clinical Applications: Adult Health Nursing I	CL, P, O, H, G, D	CL, P, O, H, G, D
NURS 457	Clinical Applications: Maternal-child Nursing	CL, P, J	CL, P, H, J, D
NURS 459	Clinical Applications: Psychosocial Nursing		
NURS 460	Clinical Integration A		
NURS 473	Clinical Applications: Adult Health Nursing II	CL,P,O,G,D	CL,P,O,H,G,D
NURS 477	Clinical Applications: Care of Populations	O,C,D	n/a
NURS 479	Clinical Elective: Preceptorship	CL	CL, J, O
NURS 480	Clinical Integration B	D,O	O

Learning Goals		9	10
Course	Title		
NURS 100	New Student Connections	D, C, Q	D, C, Q
NURS 101	Human Anatomy		
NURS 110	Nursing Connections	D, C, Q	n/a
NURS 200	Clinical Decision Making	P, Q, D, FE	FE
NURS 220	Concepts of Nursing Practice (ACCEL)	P, Q, D	D
NURS 220	Pharmacology	D	D
NURS 230	Foundations of Nursing (Accel)	Q, D	D
NURS 231	Health Promotion Across the Lifespan	P, FE, G, C	P, FE, G
NURS 232	Care of Vulnerable Populations	Q, D	FE, Q,D
NURS 241	Scientific Basis of Nursing A	D	
NURS 242	Scientific Basis of Nursing B		
NURS 250	Health Assessment Across the Lifespan	n/a	n/a
NURS 312	Pathophysiology		
NURS 335	BRN Orientation	n/a	D
NURS 345	Conceptual Foundations for Nursing Practice (BRN)	P, O ,D	O,D
NURS 350	Wellness/Health Assessment (BRN)	n/a	FE
NURS 352	Adult Health Nursing A		
NURS 354	Psychosocial Nursing		
NURS 356	Care of Children & Families	Q,S	FE,D
NURS 358	Nursing Care of Women	L	L
NURS 362	Research Concepts in Health Care		
NURS 372	Adult Health Nursing B	D, FE, P	D, FE
NURS 382	Communities & Health Policy		
NURS 390	Fieldwork in the Health Professions	n/a	n/a
NURS 411/412	Holistic Nursing	D	P, Q, D
NURS 411/412	Nursing Education as a Career	C	
NURS 411	Oncology Nursing	D,C	
NURS 411	High Risk OB	A, C	A, FE, L, G
NURS 411	Selected Aspects of Critical Care Nursing	G, C, A, O, FE	P, Q, G, C, A, L, C, FE
NURS 435	Leadership and Management in Health Organizations (BRN)	O, G, D, P	D
NURS 442	Community Health Nursing (BRN)		P, D
NURS 443	BRN Role Practicum	CL, P, H, C,J, O	CL, P, H, C,J, O
NURS 450	BRN Capstone	O	D
NURS 453	Clinical Applications: Adult Health Nursing I	CL, D	CL, D
NURS 457	Clinical Applications: Maternal-child Nursing	CL, P, H, J, D	CL, D
NURS 459	Clinical Applications: Psychosocial Nursing		
NURS 460	Clinical Integration A		
NURS 473	Clinical Applications: Adult Health Nursing II	CL,O,G,D	CL,O,G,D
NURS 477	Clinical Applications: Care of Populations	O,C,D	n/a
NURS 479	Clinical Elective: Preceptorship	CL, J	CL
NURS 480	Clinical Integration B	P,O,D	D,O,G

Policy for Submission of New Undergraduate Courses

UNIVERSITY OF DELAWARE - SCHOOL OF NURSING

College of Health Sciences

Policy for Submission of New Undergraduate Courses Proposals

In order to facilitate the review and approval of new undergraduate course, the following policy should be followed:

1.   Adhere to the document entitled "Guidelines for School of Nursing Course Proposals" when writing the proposal.

2.   The course proposal must be submitted to the chairperson of the Curriculum Committee at least three (3) working days prior to the next scheduled curriculum meeting. The course proposals should also be submitted to the secretary assigned to the Curriculum Committee for copying and distribution to the remaining members of the Curriculum Committee to allow time for review.

3.   The course proposal will be discussed by the Curriculum Committee at their next scheduled meeting. Faculty submitting the proposal may be asked to attend a portion of this meeting to clarify its content and answer questions.

4.   Following this meeting, status of the course approval and required and/or recommended changes with rationale will be communicated to the faculty submitting the proposal. Required changes must be completed, while recommended changes are up to the discretion of the faculty submitting the proposal.

5.   Required and/or recommended changes should be submitted to the Curriculum Committee Chair prior to the next scheduled meeting. The Committee will approve or make further suggestion for the course at this time. Faculty will be notified within one week of course approval status.

Policy for Submission of New Undergrad Course Proposals, Nov. 5, 2002

Course Proposal Guidelines/Form

University of Delaware
School of Nursing

Title:

Course Description:

Credit hours:

Pre-requisites:

Nursing Majors only:

Enrollment:

Program Outcome and Course Objectives

Outcome 1: Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.
Objective 1:

Outcome 2: Apply critical thinking processes to the practice of professional nursing.
Objective 2:

Outcome 3: Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.
Objective 3:

Outcome 4: Integrate health education in to care of individuals, families, and communities.
Objective 4:

Outcome 5: Demonstrate cultural competence in provision of care to diverse populations.
Objective 5:

Outcome 6: Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.
Objective 6:

Outcome 7: Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.
Objective 7:

Outcome 8: Use verbal and written communication and technology effectively within healthcare environments.
Objective 8:

Outcome 9: Incorporate concepts of organizational behavior and economics of health care delivery into nursing practice.
Objective 9:

Outcome 10: Collaborate with health care professionals and consumers to ensure effective and efficient care.
Objective 10:

Outcome 11: Provide leadership to initiate change in communities, health systems, the profession, and the political arena.
Objective 11:

Outcome 12: Apply research and other best evidence to improve nursing practice and health care.
Objective 12:

Faculty:

Resources:
      Required-
      Recommended-
      Additional Teaching Tools-

Course Policies:
      Academic Honesty Policy-
      Grading Scale-
      Attendance Policy-
      Late Paper/Written Assignment(s)-

Course Outline:
      In a table format with the following column headings:
      1. Week # or exact date
      2. Topic title and a brief description
      3. Assigned readings/assignments

Course Assignments:
Title and description of each assignment (insert percentage of total grade for each assignment)-

Clinical/Lab/Field Experiences:
      Describe each activity and number of hours for each.

Course/Instructor Evaluation: via University computerized evaluation system.

Evidence of Opportunities for Outcomes Achievements:
      Describe and attach evidence t course proposal form.

Unique Aspects of the Course/Rationale for the Course:

Course proposal form REV SEP 2010
PLI9 14 10

UNIVERSITY OF DELAWARE

SCHOOL OF NURSING – UNDERGRADUATE CURRICULUM

Evidence of Opportunities for Outcomes Achievement

COURSE NUMBER & TITLE: _____

DATE REVIEWED: _____ **(Curr. Committee)**

CURRICULUM OUTCOME	COURSE OUTCOME	LECTURE	SEMINAR, DISCUSSION, PBL/CASE STUDY	STUDENT PRESENTATION	WRITTEN ASSIGNMENT	CLINICAL EXPERIENCE	LAB EXPERIENCE	OTHER
1: Integrate knowledge from biological, social, behavioral, and nursing sciences in the practice of professional nursing.								
2: Apply critical thinking processes to the practice of professional nursing.								
3: Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.								

OUTCOME	COURSE OUTCOME	LECTURE	SEMINAR, DISCUSSION, PBL/CASE STUDY	STUDENT PRESENTATION	WRITTEN ASSIGNMENT	CLINICAL EXPERIENCE	LAB EXPERIENCE	OTHER
4: Integrate health education in to care of individuals, families, and communities.								
5: Demonstrate cultural competence in provision of care to diverse populations.								
6: Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.								

OUTCOME	COURSE OUTCOME	LECTURE	SEMINAR, DISCUSSION, PBL/CASE STUDY	WRITTEN ASSIGNMENT	STUDENT PRESENTATION	CLINICAL EXPERIENCE	LAB EXPERIENCE	OTHER
7: Integrate professional role behaviors into nursing practice.								
8: Use verbal and written communication and technology effectively within health care environments.								
9: Incorporate concepts of organizational behavior and economics of health care delivery into nursing practice.								

OUTCOME	COURSE OUTCOME	LECTURE	SEMINAR, DISCUSSION, PBL/CASE STUDY	STUDENT PRESENTATION	WRITTEN ASSIGNMENT	CLINICAL EXPERIENCE	LAB EXPERIENCE	OTHER
10: Collaborate with health care professionals and consumers to ensure effective and efficient care.								
11: Provide leadership to initiate change in communities, health systems, the profession, and the political arena.								
12:Apply research and other best evidence to improve nursing practice and health care.								

9/02 kas

Revised and Approved Curriculum Committee, April 19, 2011

Course Evaluation Policy & Form

UNIVERSITY OF DELAWARE - SCHOOL OF NURSING

College of Health Sciences

The Process for Summarizing and Evaluating Courses

I.   Policy

A.   Course evaluations summaries are completed once per year by faculty and are used to plan subsequent courses.

B.   Completion of the course evaluation summary is the responsibility of the faculty primarily responsible for each section of the course.

C.   Courses are evaluated annually by the curriculum committee.

II.   Process

A.   At the completion of each semester, the Director's office will distribute a copy of the Course Evaluation Summary form from to faculty (See attached form).

B.   The responsible faculty member for the course must complete the form and return two (2) copies to the Director's office by the second week of the following semester. Evaluation forms are due as follows:

•   Fall Semester -> second week of the Spring semester

•   Winter Semester -> second week of the Spring semester

•   Spring Semester -> second week of the Fall semester

•   Summer Semester -> second week of the Fall semester

C.   The Director's office will distribute one (1) copy of the evaluation form to the Chair of the Curriculum Committee.

D.   Members of the Curriculum Committee or Graduate Education Committee will review each evaluation and note date of review and actions.

E.   A copy of each course evaluation summary will be kept in a separate course file.

Process for Summarizing and Evaluating Courses

Revised KA 5/11

Course Evaluation Summary

Year/Semester:

Course Number:

Credits:

Name of faculty responsible for course:

Number of students:

Student grade distribution (attach copy of grade roster or summarize):

Summary of course evaluation by students: (attach copy of student course evaluation computer sheet, comments, and evaluation form).

Strengths of the course:

Weaknesses of the course:

Recommendations from previous course: Implemented

     List   Yes __   No__

                                                                        Yes __   No__

                                                                        Yes __   No__

Recommended modifications for next course offering:

Curriculum Committee

Date reviewed: _____

Action taken: _____

GHW: 2/25/02

Revised: JW:sg 1/04/ghw10/06

Course Evaluation Summary

Program Improvement Documentation

University of Delaware – School of Nursing

Submitted by _____   **Date**_____

        Please complete this form whenever program improvements are made based on evaluation data.

Course: _____

Program: □ **Undergraduate:** □ **Traditional** □ **Accelerated** □ **BRN**
              □ **Graduate**

Type of Improvement (Curriculum, Course, Clinical, Policy, Other): _____

Evidence of Need for Improvement

Source: □ **Student evaluations**   □ **Course Evaluation Summary**
□ **Community of Interest**   □**Alumni Surveys**   □**Exit Surveys** □ **Other** _____

       Date:

       Findings:

Revisions implemented based on above findings:

       Date:

       Description:

Evaluation data after revisions:

       Source: **Date:**

       Findings:

Please submit form to the Chairperson of the Educational Assessment Committee for tracking. Originals will be stored in the Director's Office.

CP 4/11

Policy for Online Courses & Teaching

University of Delaware -- School of Nursing

Course Delivery Formats

Web-Enhanced Course- Uses web resources to augment an on campus course. Internet is used to deliver course materials and facilitate communication. There are regularly scheduled class meetings on campus. Online tools, resources and communication methods to support pedagogical needs may include but are not limited to: syllabus, schedules, email, practice quizzes, additional visual materials, linked references, required and supplemental readings, grade book, and discussions, etc.

Hybrid Courses- Course is advertised as a hybrid course with date and time of meetings listed. Scheduled class meetings are used to deliver less than 50% of the course content. On campus or online synchronous interaction provide an opportunity for discussion and continued learning opportunities. Online tools, resources and communication methods to support pedagogical needs may include but are not limited to: Adobe Connect, Wiki, syllabus, schedules, email, practice quizzes, additional visual materials, linked references, required and supplemental readings, discussions and grade book, etc. Students are not required to attend the scheduled class meetings. To meet needs of all students, online or on campus meetings will be taped and provided online through audio streams or video streamed lectures with synchronized PowerPoint presentations.

Web-Classroom Course- Uses the internet to deliver 100% of the course content asynchronously. Online tools, resources and communication methods to support pedagogical needs may include but are not limited to those already described above.

Maximum Enrollment for Web-Classroom Course

The "class size should encourage a high level of interactivity." [1] The optimal maximum enrollment per section in 100% online graduate and undergraduate courses is 23. If additional students wish to enroll, a faculty member has the option to discuss with the Director. "For online courses that do not have an equivalent live course, student enrollment will require the approval of the Director and the Dean of the college if it exceeds 40 students." [2]

Course Revision Timelines

Courses offered online must be updated each time the course is offered. Lectures are to be reviewed for revisions minimally every 2 years. Content, quality of visuals, and new technological and/or pedagogical methods are to be considered. Courses could be entirely redone or updated with revisions as needed. Options for semester revision include retaping selected modules and/or adding content to the course website. Lecture revision dates must be listed on the first PowerPoint slide of lecture modules. Semester revision date must be listed on the Sakai homepage.

1. Higher Education Program and Policy Council of the American Federation of Teachers (2000). *Distance education: Guidelines for good practice.*

2. UD Online Task Force Recommendations and Implementation faculty guidelines document (n.d)

5/2011 KA

UNIVERSITY OF DELAWARE.	Special Problem/Independent Study TITLING FORM Office of the University Registrar

Instructions:
1. Register for course.
2. Complete all information below.
3. Have instructor sign.
4. Submit form to department overseeing Independent Study.

Student Name: _____

(PRINT Clearly)   (Last)   (First)   (M.I.)

EMPLID: _____   **Date of Birth**: _____

Program/Plan: _____   **Term:** _____

Course:

  4 Letter Alpha Code   **Course #**   **Section #**   **Credit Hours**

Course Title: *(Limited to 25 Characters/Spaces)*

Completing this form does NOT constitute course registration.

STUDENT MUST SUBMIT COURSE REGISTRATION

Course Titling requires an instructor's approval

_____   _____

Instructor's Name (print)   Instructor's Department

_____   _____

Instructor's Signature   Date

Teaching Assistant Contract

SCHOOL OF NURSING-UNIVERSITY OF DELAWARE

Teaching Assistant Contract

Semester/year _ _

Student Name:		
Course number	**Credits**	**Academic year**
Teaching Assistant - Nursing		
Student's Acceptance as Teaching Assistant		**Student's GPA**

Please note: Students must register for course in addition to completing this contract.

Narrative Description of the role:

Students will provide teaching assistant services for the following courses:

Approximate ratio of 28 hours worked/credit hour

Objectives of the work (be specific):

1. Student will demonstrate teaching and communication skills in working with other

students.
2. Student will demonstrate professional behaviors in the peer leadership role.
3. Student will maintain strict confidentiality with regard to students' identifies, class performance, grades, and issues as warranted by the teaching assistant role.
4. Student will verbalize an increased knowledge level of course content.

Student timetable for project listed by week:

Student is responsible for ongoing support and work as indicated by advisor and course faculty. Student work begins at the beginning of the semester and **ends at the end of finals week,** unless other arrangements have been made.

Faculty Sponsors Obligations (completed by sponsor):

Supervision and guidance provided by course faculty

Evaluation methodology (include weightings by percentage):

Pass/Fail course based on completion of required work.

Teaching assistant responsibilities are delegated by the course faculty, including student tutoring and conduct of study groups, providing test reviews, grading less complex assignments, entering grades, monitoring WEB CT communication, organizing and keeping records of field experiences, monitoring and assisting in the simulation resource center, documenting lab attendance, and providing other instructor support as needed.

TA's will be held to a strict code of confidentiality with regard to students' identities, class performance, grades, and issues as warranted by the teaching assistant role.

APPROVALS	SIGNATURES	DATE
Student		
Clinical Coordinator **Heidi L. Skopowski**		

Reviewed 4/11

H: INJURIES AND EMERGENCIES

Blood Borne Pathogen Exposure and Injury to Student

Policy

➢ All blood borne pathogen (BBP) exposures and personal injuries to students are to be treated immediately.

➢ All BBP exposures and personal injuries are to be reported immediately to the supervising faculty.

Procedures

Blood Borne Pathogen Exposure

1. Blood Borne Pathogen Exposures - Steps for Student Treatment
    a. Administer first aid, immediately after exposure. Allow a penetrating injury to bleed. Wash the injury site thoroughly with soap and water or rinse the exposed mucous membrane thoroughly
    with water. If anyone assists with first aid they should wear gloves and eye protection.
    b. After first aid has been administered, the student must notify supervising faculty.
    c. Supervising faculty member will complete the Exposure Report Form (Appendix A) , First Report of Injury Form (Appendix B) and Injury/Illness Loss Investigation Report (Appendix C).
    d. If injury occurs Monday-Saturday between 8am-8pm or Sunday 9am-5pm, the supervising faculty member will call the closest Medical Aid unit to alert Medical Aid unit that they are referring a student for treatment
        for BBP exposure. i.
        Glasgow Medical Aid Unit
            Glasgow Medical Center
            2600 Glasgow Ave., Newark, DE 19702
            302-836-8350
        ii. Medical Aid Unit at Christiana
            HealthCare Center at Christiana
            200 Hygeia Drive, Newark, DE 19713
            302-623-0444
        iii. Medical Aid Unit at Middletown
            Middletown Care Center
            124 Sleepy Hollow Drive, Middletown, DE 19709
            302-449-3100
    e. If injury occurs during any hours not covered above, the supervising faculty member will contact the closest Christiana Care Emergency Room to alert them that they are referring a student for treatment for BBP exposure.
        i. Christiana ER (Triage
        Desk) 302-733-1620 ii.
        Wilmington ER (Triage Desk)
        302-428-4180
    f. If injury occurs at a facility out of state or at a significant distance from the above sites, the supervising faculty member will identify the closest urgent care facility or emergency room and contact the identified facility and refer as indicated for BBP exposure.

g. The supervising faculty member will provide the student with a copy of the Exposure Referral Guideline (Appendix E).

h. The supervising faculty member will contact the University of Delaware (UD) Nurse Managed

    Health Center (NMHC) at 302-831-3195 to notify them that a student has been referred for treatment for BBP exposure and will require follow-up in the NMHC.

2. Blood Borne Pathogen Exposures - Source Evaluation

    a. The supervising faculty member is responsible for having the source patient's blood drawn for:

        i. RAPID HIV testing; no consent is needed. ii. Hepatitis B and Hepatitis C testing.

    b. The supervising faculty member will complete the Source Patient Information Form (Appendix D).

3. Blood Borne Pathogen Exposures - Immediate Post-Exposure Documentation

    a. The supervising faculty member is responsible for submitting all the required completed forms:

        i. Appendix A - Exposure Report Form

        ii. Appendix B - First Report of Injury Form

        iii. Appendix C - Injury/Illness/Loss Investigation Report iv. Appendix D - Source Patient Information Form

    b. All forms are to be submitted via FAX or hand-delivery within 24 hours of the BBP exposure to the following:

        i. UD Department of Environmental Health & Safety: 302-831-1528 ii. UD School of Nursing Director's Office: 302-831-4250

        iii. UD Nurse Managed Health Center: 302-831-3193

4. Blood Borne Pathogen Exposure - Follow-up Care

    a. The Nurse Managed Health Center (NMHC) upon notification and receipt of the above documentation will contact the student to schedule a follow-up office visit for counseling and health care treatment as indicated.

Personal Injury

1. Injuries - Steps for Student Treatment

    a. Administer first aid and/or treatment as indicated.

    b. After first aid has been administered, the student must notify supervising faculty.

    c. Supervising faculty member will complete a First Report of Injury Form (Appendix B) and an Injury/Illness Loss Investigation Report (Appendix C).

    d. The supervising faculty member will contact Student Health Services at 302-831-2226 to alert them of the student's injuries and in consultation with the Student Health representative, determine if student should be treated at Student Health Services or be referred to the nearest urgent care facility or emergency room.

         i. Glasgow
        Medical Aid Unit
           Glasgow Medical Center
           2600 Glasgow Ave., Newark, DE 19702
           302-836-8350

        ii. Medical Aid Unit at Christiana
           HealthCare Center at Christiana
           200 Hygeia Drive, Newark, DE 19713
           302-623-0444

       iii. Medical Aid Unit at Middletown
           Middletown Care Center
           124 Sleepy Hollow Drive, Middletown, DE 19709
           302-449-3100

e. If injury occurs at a facility out of state or at a significant distance from the above sites, the supervising faculty member will identify the closest urgent care facility or emergency room and contact the identified facility and refer as indicated for personal injury.

2. Personal Injury - Immediate Post-Injury Documentation
   a. The supervising faculty member is responsible for submitting all the required completed forms:
      i. Appendix B - First Report of Injury Form
      ii. Appendix C - Injury/Illness/Loss Investigation Report
   b. All forms are to be submitted via FAX or hand-delivery within 24 hours of the personal injury to the following:
      i. UD Department of Environmental Health & Safety: 302-831-1528 ii.   UD School of Nursing Director's Office: 302-831-4250
      iii. UD Student Health Services: 302-831-6407

Additional Information

1. Supervising faculty are also required to follow the policies and procedures of the clinical site where the incident occurred.
2. Transportation information for student injuries can be accessed by calling University of Delaware
   Department of Public Safety at 302-831-2222.

Appendices

Appendix A - Exposure Report Form
Appendix B - First Report of Injury Form
Appendix C - Injury/Illness/Loss Investigation Report
Appendix D - Source Patient Information Form
Appendix E - Exposure Referral Guideline

Exposure Report Form (Appendix A)

Submit a Copy of This Report to Each of the Following:		
University of Delaware Environmental Health & Safety 132 General Services Bldg.	NMHC School of Nursing McDowell Hall, 119	Director's Office School of Nursing McDowell Hall, 391

Exposed Individual:	
Name:	
Current Course#/Name:	
Department:	
Phone Numbers:	Cell: Home:

Exposure:		
Date of exposure:		
Location of exposure:		
Type of exposure: (i.e. needle-stick, mucous membrane, non-intact skin, bite, etc.)		Type of Device: (i.e. type of needle, safety device)
Body fluid/substance involved:		
Estimated quantity of fluid involved:		
Was fluid actually injected into individual?		
Body part exposed:		

Witness:	
Name:	
Address:	
Phone#:	

Incident Details:	
Explain in detail what occurred:	
Personal protective equipment used:	

First Aid:	
What first aid was performed:	
By whom:	

Hepatitis B:	
Has individual had Hepatitis B vaccine series? ☐Yes ☐No	
If yes, has series been completed? ☐Yes ☐No	

Date and Signature of Person Recording Report:	
Signature:	Date:
Name Printed:	

First Report of Injury Form (Appendix B)

FIRST REPORT OF INJURY *- This form applies to visitors and students who are not employed by the University of Delaware*

☐ Student ☐ Visitor   Nature of Business: Educational Institution

Submit a Copy of This Report to Each of the Following:

University of Delaware	NMHC	Director's Office
Environmental Health & Safety	School of Nursing	School of Nursing
132 General Services Bldg.	McDowell Hall, 119	McDowell Hall, 391

Location and Date/Time of Injury:

Location Where Accident Occurred:	
University Property:	☐Yes ☐No
Date of Injury:	
Day of Week:	Su M Tu W Th F Sa
Time of Injury:	

Name of Person Reporting Injury:

First Name:	
Middle Initial:	
Last Name:	

Address of Person Reporting Injury:

Street Address:	
City/State/Zip:	

Name of Injured Person:

First Name:	
Middle Initial:	
Last Name:	

Address/Phone Number of Injured Person:

Street Address:	
City/State/Zip:	
Phone Number:	

Demographic Information of Injured Person:

Date of Birth:	
Gender:	☐Male ☐ Female
Name of Health Care Insurance Carrier:	

Injury Details:

Describe fully how the accident occurred:

Describe the Nature and Location of Injury (describe fully exact location of amputations or fractures, right or left):

Names, Addresses and Phone Numbers of Witnesses:

Name:	
Street Address:	
City/State/Zip:	
Phone Number:	
Name:	
Street Address:	
City/State/Zip:	
Phone Number:	
Name:	
Street Address:	
City/State/Zip:	
Phone Number:	

Name, Address and Phone Number of Treating Physician:

Name:	
Street Address:	
City/State/Zip:	
Phone Number:	

Name, Address and Phone Number of Treating Hospital or Health Care Facility:

Name:	
Street Address:	
City/State/Zip:	
Phone Number:	

Date and Signature of Person Recording Report:

Date:	
Signature:	

Routing:

Supervisor	*Rejected:*	☐Yes ☐No
Safety Chair	Rejected By:	
EHS	Date:	
Risk Management	Reason:	

Illness/Injury/Loss Investigation Report (Appendix C)

Case No:	Date of Injury /Illness /Loss:		Name of Injured:	
Injured Person's Department:			**Immediate Supervisor:**	

Submit a Copy of This Report to Each of the Following:		
University of Delaware Environmental Health & Safety 132 General Services Bldg.	NMHC School of Nursing McDowell Hall, 119	Director's Office School of Nursing McDowell Hall, 391

Identify the Direct and Contributing Causes of the Illness/Injury

1. Was this person made aware of hazards and proper safety procedures with the task prior to the accident? (Explain)

2. What mechanical, physical or environmental conditions contributed to the accident (e.g. broken equipment, poor lighting, noise, material defects, slippery surfaces, lack of warning signs or posted directions, etc.)

3. What act(s) by the injured and/or others contributed to the accident (e.g. wrong tool or equipment, improper position or placement, work rule violation, failed to follow instructions, etc.)

4. What personal factors contributed to the accident (e.g. improper attitude, fatigue, inattention, substance abuse, etc.)

5. Was the accident the result of failing to wear personal protective equipment? (Explain)

6. What corrective action(s) has been or will be taken to prevent a recurrence of this type of accident? (e.g. repair/modify/replace equipment, counseling, training, policies, procedures, etc.)

7. Who is responsible for implementing corrective actions?

Investigated by: Supervisor	**Date:**
Reviewed by: Safety Committee Chair	**Date:**

Source Patient Information Form (Appendix D)

Source Patient Information Form

Source Patient information	
First Name:	
Middle Initial:	
Last Name:	
Date of Birth:	
Street Address:	
City/State/Zip:	
Home Phone:	
Mobile Phone:	
Clinical Site	
Clinical Site:	
Source Patient Associated with University of Delaware Student BBP Exposure:	
Student Name:	
Date of Exposure:	

Instructions:
The supervising faculty member is to complete the bottom of the form and supply the completed form to the student who is to give it to the healthcare facility to which they have been referred for treatment.

Financial Responsibility
The University of Delaware student has been referred to your facility for treatment of a Blood Borne Pathogen (BBP) exposure. The student is financially responsible for this visit. If student is not able to provide health insurance information or payment at time of service, the student should be given a receipt and billed as indicated.

The University of Delaware will assist the student with the health insurance reimbursement process, or navigating mechanisms for payment of services received at your facility, if needed, during their follow-up visit at the Nurse Managed Health Center.

Post-Exposure Treatment
Students presenting at a Medical Aid Unit or Emergency Room should be treated in accordance with the guidelines set forth by the CDC's - National Institute for Occupational Safety and Health (NIOSH).

Post-Exposure Laboratory Testing Guidelines
1. ALT/AST, Anti-HIV, Anti-HBs, Anti-HCV
2. If student to receive Post-Exposure Prophylaxis (PEP) include CBC, CMP, UA, and HCG
3. For questions concerning testing and treatment contact the (24/7) National Clinicians' Post-Exposure Prophylaxis Hotline at 888-448-4911.

Follow-up Care
1. Fax copy of all laboratory results to the University of Delaware Nurse Managed Health Center (UD NMHC) at 302-831-3193.
2. Refer the UD student for follow-up care to the UD NMHC, phone 302-831-3195.
3. Then UD NMHC will assume responsibility for all subsequent care and treatment of the student.

Communication:
1. Fax the student's complete medical report to the NMHC at 302-831-3193.
2. All labs ordered will be copied to Allen Prettyman (Nurse Practitioner) at the NMHC.

Contact Information:
1. Nurse Managed Health Center – 302-831-3195
2. School of Nursing Directors Office – 302-831-0655

Supervising Faculty Member Name   Phone#

Building Emergency Evacuation Policy and Procedure

School of Nursing
McDowell Hall
(eff. 11/5/2010)

I.   PURPOSE:

A.   This protocol establishes the policy and procedures for evacuating the School of Nursing in the event of a drill or real emergency. The purpose of a fire/evacuation drill is to practice exiting the building "in a simulated emergency situation" so that when an emergency does arise, panic will be minimized and an orderly evacuation will be accomplished.

II.   AUTHORITY:

A.   Any person within the School of Nursing who has knowledge of an imminent threat to the safety and well-being of the employees, students, and visitors (such as, but not limited to, visual smoke, burning odor, fire, an armed intruder, abnormal heating of materials, hazardous gas leaks, hazardous material or flammable liquid spill) has the authority to activate the fire alarm system by pulling one of the fire alarm handles.

B.   Any person within the School of Nursing who has knowledge of a potential threat to the safety and well-being of the employees, students, and visitors (such as, but not limited to, verbal or written threats, bomb threat, or irate person) should immediately contact Public Safety by University phone (dial 911 or 2222) or by a University Emergency Phone identified by a blue light. Indicate the nature of the threat (i.e., what was said, who said it), all information at hand about the threat, including background information. Public Safety will make a determination as to whether an evacuation is warranted.

III.   POLICY

A.   All School of Nursing personnel are required to comply with an evacuation order, whether disseminated by fire alarm or through verbal communication.

B.   Failure to comply with an evacuation order will result in disciplinary action.

IV.   PROCEDURES:

A.   Everyone must exit the building immediately when the alarm sounds or when instructed to do so by emergency personnel or designee. Everyone must gather at the School of Nursing MEETING POINT – at a distance of 200 ft. from the building to allow the safe arrival of emergency response vehicles. Keep entrances, sidewalks, and driveways clear.

School of Nursing MEETING POINT – All School of Nursing personnel are to meet on the grassy area to the side of McDowell Hall and immediately in front of Willard Hall Education Building. In the case of inclement weather or long-term evacuation, the alternate meeting place will be the main lobby of Willard Hall Education Building.

If possible, and you can do so without placing yourself at risk:

1.   Gather your keys, purse, briefcase, laptop, and coat as you leave the area.

NOTE: When true emergencies occur, evacuation may be required for several minutes to several hours before the incident is resolved and the building is safe to reoccupy. Practice gathering your keys, purse, briefcase, laptop, and coat so you will be prepared when an emergency occurs.

2.   Shut any open windows and close each door that you go through.

3.   Shut down all equipment and computers in the area, if possible.

4.   Inform others of the need to leave.

5.   Exception to Section IV. A. – This exception pertains only to persons with disabilities that would not permit normal evacuation from the building. In case of an emergency, a person with a disability shall do the following:

a.   Proceed immediately to the designated "Areas of Refuge" within McDowell Hall:

1)   Top of stairwell A – stairwell between elevators at front of building.

2)   Top of stairwell B – stairwell closest to Willard Hall Education Building.

b.   If an "Area of Refuge" is not available, proceed immediately to the nearest marked exit and wait inside the stair tower landing.

c.   Alert a responsible person of your intentions to wait at the "Area of Refuge" for assistance.
d.   Wait for trained emergency responders to rescue you.

6.   Exception to Section IV. A. – This exception pertains only to a fire situation. If a small contained fire is discovered, the following may be done using good judgment:

a.   Evacuate the immediate area of the fire using verbal instructions.

b.   Ask for assistance from a person in the immediate area.

c.   Extinguish the fire with a portable fire extinguisher.

d.   Contact Public Safety at 911 or 2222 and wait for their response.

e.   Contact Environmental Health and Safety at 8475 immediately even if no appreciable damage results. This will assure that the City Fire Marshal is notified as required by law, that extinguishers are recharged, insurance reports filed, and hazardous conditions corrected to reduce the chance of recurrence.

f.   Do not allow re-occupancy of the immediate fire area until cleared by Public Safety and/or Environmental Health and Safety.

B.   In the event of a true emergency, administrators and persons with information about the cause of the evacuation and special needs of the evacuees shall dial 911 or 2222 and report the emergency and wait for emergency responders.

C.   Supervisors will be expected to account for all of their subordinates and notify the emergency responders if someone is missing. Supervisors will be expected to alert Public Safety and/or Emergency Responders outside the building that a disabled employee is waiting at the "Area of Refuge" for rescue.

D.   DO NOT LEAVE the School of Nursing MEETING POINT until instructed to do so by Public Safety or Designated Officer.

This policy was adapted from the University's Policies and Procedures Manual, Policy #7-6: Safety and Security.

Earthquake Protocols

University of Delaware
Office of Campus and Public Safety

Earthquakes in the Mid-Atlantic region may be rare, but the lack of required building codes and the possibility of damage can combine into a dangerous situation. The steps you take before, during and after an earthquake will help make you safer and reduce injuries, damage and losses.

First and foremost, plan for the personal safety of you and your loved ones. By having a solid personal safety plan in place, you will be better able to help the university if you are not worrying about your loved ones. The resource section of this guide contains links to a variety of sites which will help you to better prepare for an earthquake.

Before an Earthquake

Make note of the location of fire extinguishers and emergency supplies in your area
Identify what equipment you should shut down to reduce potential hazards when safe to do so
Look around your area and decide where the safe spots are located; e.g., under sturdy tables, desks or against inside walls
Always store flammable and hazardous chemicals in secondary containment trays and in approved cabinets
Keep breakables and heavy objects on lower shelves whenever possible so they do not fall and injure someone
Secure valuable equipment, process tanks, storage tanks, gas cylinders, closets, and materials to prevent loss
Familiarize yourself with the location of your Evacuation Assembly Area for your building/department

During: If you are Inside

Immediately "duck, cover, and hold"
o Under a desk, table or chair
o Between seating rows in classrooms
o Against a corridor wall

NOTE: Wheelchair users: Apply the brake. Cover your head with your arms. Ask for assistance.
Do not go into a doorway
Move away from the danger areas:
o Near windows
o Hanging objects
o Tall unsecured furniture (bookcases, cabinets, and appliances)
o Research or process equipment containing hazardous chemicals

NOTE: Most casualties in earthquakes result from falling materials
Stay inside under cover until shaking stops
Watch for falling objects
As you leave the area, and if safe to do so, turn off and disconnect power to equipment containing hazardous materials unless needed to keep process or experiment safe
Make note of any unsafe conditions, trapped personnel or other hazards to be reported when you evacuate to your Evacuation Assembly Area

During: If you are Outside

Stay outside
Move to an open area away from buildings, trees, electrical/overhead wires, and other hazards
If forced to stand near a building, watch for falling objects

During: If you are in an Automobile

Stop your vehicle in the nearest open area without blocking the roadway
Do not stop under bridges, overpasses, or overhead wires
Stay in the vehicle until the shaking stops

After: Evacuation

Evacuate after the shaking stops to the designated Evacuation Assembly Area for the building or
your department if any of the below occurs or are noted:
o Smoke and/or fire
o Fire and/or sprinkler alarm is activated
o Other life-threatening hazards
o Significant amount of fallen objects
o Glass breakage
o Cracks in walls
o Odor or gas smell

When in doubt, evacuate the building and assess the situation before taking further action
Take your emergency supplies, car keys, purse and/or wallet, with you. You may not be able to re-
enter the building
Leave doors unlocked
DO NOT USE ELEVATORS – they most likely will not be working
Do not move seriously injured people unless they are in obvious, immediate danger from fire,
building collapse, etc. Note their locations and report them at the designated Evacuation Assembly
Area
Do not re-enter buildings until emergency management personnel has given clearance to return
Await instructions, be patient, and help others
Be prepared for aftershocks; these may occur seconds, minutes, hours or days after the initial shock
Report serious injuries, fires, or other hazards to 9-1-1. Give the following information:
o Your name
o Location of the problem (building, floor, room number, etc.)
o Severity of the situation
o Indicate whether any people or equipment are involved or are in imminent danger
o Only activate the Fire Alarm if there is a fire in your building

After: Additional Instructions

Open doors carefully
Do not use plumbing, light switches, or gas until utility lines have been checked
Do not use matches, lighters, or candles
Replace telephone handsets on cradles and avoid using phones for nonemergency purposes
Stay on campus until you have been accounted for and instructed that it is safe to leave

Roads may have been damaged or blocked by debris, so travel may be dangerous
For campus emergency information:
o Go to the University of Delaware Homepage at www.udel.edu
o Listen to WVUD 91.7 or log on to www.wvud.org
o For area information, follow reports on "Emergency Alert System" radio stations: WJBR 99.5, WSTW 93.7 or WILM 1200

After: If you are Trapped in a Building

Try to stay as calm as possible
If a window is available, place an article of clothing (shirt, coat, etc.) outside the window as a marker for rescue crews
If there is no window, regularly tap on a pipe or wall so that rescuers can hear where you are
If possible, use a flashlight or whistle to signal your location to rescuers
If available, pull a manual fire alarm pull station
Shout only as a last resort (to prevent dust inhalation, tiring too quickly, or losing your voice)
Avoid unnecessary movement so as not to kick up dust
Cover your nose and mouth with anything you have on hand. (Dense weave cotton material can act as a good filter. Breathe through the material)

I. APPENDICES

More Resources

Links to the shared server and other resources.

- [Undergraduate Student Handbook 2012-2013](#)
- Graduate Student Handbook 2012-2013
- [College Forms and Policies](#)
- [University of Delaware School of Nursing Website](#)