The University of Toledo

College of Nursing

Faculty Manual

2011 – 2013

To be used in conjunction with student handbooks; The University of Toledo Graduate College Bulletin; the Handbook of the Graduate Faculty, The University of Toledo, and Bylaws, Rules and Regulations of The University of Toledo.
University of Toledo

College of Nursing

Faculty Manual

2011 – 2013

Material contained in this manual is for information only and does not constitute a contract.

Please note that the newly revised and Board approved “Faculty Rules and Regulations” are now available on the Faculty Affairs WEB site @http://myut.utoledo.edu/, select “Departments” from menu bar and click on “Faculty Affairs” from the list. This page will also link you to Faculty Benefits, Policies Pertaining to Faculty and Forms. You can also get to the “Faculty Rules and Regulations” by going to http://www.utoledo.edu/depts/facaffairs/pdf/rules_regulations.pdf.

University of Toledo Mission Statement

MISSION: To improve the human condition; to advance knowledge through excellence in learning, discover and engagement; and to serve as a diverse, student-centered public metropolitan research university.

College of Nursing Mission Statement

MISSION: To improve the human condition; to educate professional nurses in a manner that engages and serves a diverse learner population as part of a larger metropolitan university, to discover and disseminate nursing knowledge that informs evidence-based practice for quality patient outcomes, and to address the serve needs of our stakeholders through innovative programs and entrepreneurial initiatives.

VISION: The College of Nursing will be the college of choice across the span of nursing education that embodies excellence in the application of the art and science of nursing within an interprofessional context and is distinguished by scholarly inquiry that emphasizes clinical outcomes and translational research.
# TABLE OF CONTENTS

Introduction  
Philosophy  
Goals and Objectives  
Purposes: Baccalaureate Program in Nursing  
Terminal Objectives: Baccalaureate Program in Nursing  
Organizing Framework – Undergraduate Program

## CON-01 Section I – History and Background
- CON-01-005 Background Information  
- CON-01-010 The College of Nursing  
- CON-01-011 College of Nursing Organization  
- CON-01-015 Description of the Universities  
- CON-01-020 History  
- CON-01-025 Historical Highlights  
- CON-01-026 University of Toledo Organization

## CON-02 Section II - Organization and Administration
- CON-02-001 Strategic Plan  
- CON-02-005 Faculty Assembly Bylaws  
- CON-02-010 Administrative Organization Table of the College of Nursing  
- CON-02-015 College of Nursing Position Description

## CON-03 Section III – Curriculum

## CON-04 Section IV - Policies
- CON-04-001 Requirements Prior to Issuing UT CON Faculty Contract  
- CON-04-002 OBN Nursing License Verification Policy  
- CON-04-003 Procedure for Fingerprinting and Background Checks for Students and Faculty  
- CON-04-005 Undergraduate Grading Policy  
- CON-04-015 College of Nursing Position Description  
- CON-04-020 Undergraduate Student Admission, Retention and Progression Committee Policies on Progression and Probation  
- CON-04-025 Grading Policies - UT Graduate College  
- CON-04-035 Attendance Policies  
- UT-05-058 State-Declared Weather Emergency Policy  
- CON-04-045 Undergraduate Student Nurse Uniform Policy  
- CON-04-055 University Health Services  
- CON-04-060 Student Record Retention Plan

## CON-05 Section V – Faculty and Student Resources
- CON-05-005 Facilities/Services  
- CON-05-010 Academic Enrichment Center  
- CON-05-015 Center for Nursing Research and Evaluation  
- CON-05-020 Faculty Record Retention Plan
CON-06 Section VI – Copyright
CON-06-005 Summary of Copyright Law
CON-06-010 Summary of Copyright and Educational Use
CON-06-015 Request to Duplicate Copyrighted Materials Form
CON-06-020 Off-air Videotaping Guidelines for Educational Use
CON-06-025 Sample Permission Form
CON-06-030 College of Nursing Policy on Authorship
CON-06-035 Guidelines for Nurse Authors and Editors
CON-06-040 Authorship Agreement

CON-07 Section VII - General Information
CON-07-005 Policy and Procedure for Requesting Items be Placed on Library Reserve
CON-07-015 Typing and Secretarial Services
CON-07-020 Duplication Services
CON-07-025 Classrooms/Meeting Rooms
CON-07-026 Using Collier Building Conference Rooms
CON-07-030 Health Services
CON-07-035 Office Supplies
CON-07-040 Faculty Mail/Phone Messages
CON-07-045 Pay Checks
CON-07-050 Office Hours
CON-07-055 Emergency Call Lists
CON-07-060 Parking
CON-07-065 Commencement/Convocation
CON-07-070 Outgoing Mail
CON-07-075 Faculty Schedules
CON-07-080 Student’s Rights of Privacy
CON-07-085 Reporting Absences
CON-07-090 Safety and Security
CON-07-100 Examinations
CON-07-105 Course Workbooks
CON-07-110 Textbook Orders
CON-07-115 Time Away from Campus Policy
CON-07-120 Reimbursement for Travel Incurred by Off-Campus Teaching Assignments
CON-07-125 Allocation of Funds for Attendance at Conferences, Seminars, Etc.
CON-07-130 Request for Financial Support to Attend a Conference
CON-07-135 Guidelines for Selection of Clinical Sites
CON-07-140 Pager Policy

CON-08 Section XIII – Evaluation Process and Forms
CON-08-005 Teaching and Course Evaluation Processing Procedure
CON-08-010 Evaluation Protocol
CON-08-015 Student Evaluation of Clinical Agency
CON-08-020 Student Evaluation of Course
CON-08  Section XIII – Evaluation Process and Forms (Continued)
CON-08-030  Student Evaluation of Preceptor
CON-08-035  Student Evaluation of Teaching Effectiveness

CON-09  Section IX – Faculty Workload and APT Guidelines
CON-09-26  Change of Track Portfolio
CON-09-003  Faculty Rules and Regulations
CON-09-005  Faculty Workload
CON-09-010  Appointment, Reappointment, Promotion and Tenure Peer Review (APT)
Policies and Procedures
CON-09-015  Appointment, Reappointment, Promotion and Tenure Criteria
CON-09-020  Development of Faculty Portfolio
CON-09-030  Promotion Portfolio
CON-09-035  Tenure Portfolio
CON-09-040  APT Summary Faculty Portfolio Review
CON-09-045  APT Guidelines for Peer Evaluations
CON-09-050  APT Faculty Portfolio Routing Form

CON-10  Section X – Faculty Grievance and Appeals Policy
UT-CON-05-057  Faculty Grievance and Appeals
CON-10-010  Student Grievance Procedure

CON-11  Section XI - Awards
CON-11-005  Faculty Awards
CON-11-015  Prism Award

CON-12  Section XII- Miscellaneous Information
CON-12-001  Procedure on Preceptors copies forms
CON-12-004  Contract Form
CON-12-005  Proctored Exam Procedure
CON-12-006  Student Exam Procedure
CON-12-007  University of Toledo Copyright section-syllabi, handouts
INTRODUCTION
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING PHILOSOPHY

As a community of scholars, we are committed to the study and advancement of the art and science of nursing. The philosophy of The University of Toledo College of Nursing expresses our beliefs about the essence of nursing and the education of professional nurses.

The foundations of nursing science center on the concepts of the Nursing metaparadigm: Person, Environment, Health and Nursing.

- **Person**
  Persons are unique holistic human beings of unconditional worth, deserving of respect, who are in continuous interaction with the environment and develop throughout the lifespan.

- **Environment**
  Environment is the milieu in which the person exists.

- **Health**
  Health is a dynamic state reflecting the integration of body, mind and spirit.

- **Nursing**
  Nursing promotes health and well being and provides support during illness or impairment by assessing, diagnosing and treating human responses to actual and potential health problems.

The education of professional nurses is a professional responsibility encompassing the scholarly integration of Education, research and Practice.

- **Education**
  Education is a dynamic interaction between the processes of teaching and learning.

- **Research**
  Research is an ongoing commitment to systematic inquiry and discovery.

- **Practice**
  Practice is the application of knowledge related to the health of individuals, groups and communities.

Date: Approved 1/91
Revised 8/92, 1/16/03, 7/04
Reviewed 9/07, 4/11
COLLEGE OF NURSING GOALS AND OBJECTIVES

Purpose of the College of Nursing:

1. Provide educational programs of excellence in professional nursing at the undergraduate and graduate levels.

2. Foster high standards of nursing practice education and administration through continuing nursing education.

3. Contribute to the health of the citizens of the region served by the University Medical Center through interdisciplinary endeavors.

4. Advance nursing as a discipline through scholarship, research and practice.

5. Assess student learning to establish the effectiveness of teaching and learning and to provide data for change as indicated.

12/98, 9/07
PURPOSES: BACCALAUREATE PROGRAM IN NURSING

Purposes:

The purposes of the baccalaureate program guide the selection and organization of the content. The specific purposes of the baccalaureate nursing program are to assist the learner to:

1. Internalize values which reflect the worth and dignity of persons.
2. Acquire the critical elements which promote independent inquiry, decision-making and critical thinking through general and professional education.
3. Apply the Self Care Deficit Theory of Nursing in a variety of health care settings.
4. Develop an awareness of and concern for contemporary health care issues.
5. Develop collaborative relationships with health care consumers and other health care professionals.
6. Support the development of existing and emerging professional nursing roles adaptive to the changing health needs of society.
7. Provide a foundation for graduate study.
8. Assist the learner toward self actualization as a professional person through self directed behaviors and continued learning.
9. Facilitate the provision of nursing care to clients which is per CON-centered, family focused, holistic and self-care directed.
10. Develop accountability and responsibility for one’s decisions and actions as a professional.
11. Acquire knowledge, skills and attitudes for successful living as a person and as a professional.

Undergraduate Program Objectives (12/4/95; 12/11/95; 2/8/96, 1/09)

1. Design holistic nursing care with individuals, families, groups and communities based on Orem’s Self-Care Deficit Theory of Nursing.
2. Provide competent, culturally sensitive nursing care in a diversity of settings.
3. Use skills of critical thinking in the application of theory and research findings from nursing, other sciences and the humanities as the basis for clinical judgments and scholarly endeavors.
4. Develop person-centered, therapeutic relationships with a commitment to individuals as unique self-determining agents.
5. Demonstrate effective communication skills (verbal, non-verbal, written and computer based).

6. Demonstrate consistent professional behavior.

7. Collaborate with patients, families, health care providers and others in the provision of care.

8. Integrate principles of leadership and management in the provision and coordination of care.


**Graduate Program Objectives (Specialist)**

1. Synthesize theories, concepts and research in nursing, social/biological sciences and humanities as the basis for practice.

2. Incorporate advanced nursing practice knowledge and skills in managing care of selected populations.

3. Engage in the research process for advanced practice application.

4. Engage in leadership strategies that contribute to the improvement of health care delivery and influence health care policy.

5. Integrate assessment of own learning in developing a lifelong pattern of scholarly inquiry.
Graduate Program Purpose

Graduate Program Objectives (Clinical Nurse Leader Advanced – Generalist)

1. Synthesize theories, concepts and research in nursing, biopsychosocial sciences and humanities as the basis for practice.

2. Integrate nursing knowledge and skills in designing and implementing care to individuals and diverse populations based on Orem’s Self-Care Deficit of Nursing.

3. Engage in scholarly inquiry to advance the profession of nursing.

4. Engage in leadership strategies that contribute to the improvement of health care delivery and influence health care policy.

5. Demonstrate initiative and self-direction in professional development.

Doctorate of Nursing Practice

Purpose of the DNP program

The Doctor of Nursing Practice (DNP) Program is a consortium with Wright State University. The DNP program is designed to meet the current and future needs of the profession of nursing. The WSU-UT DNP program has been designed to meet the profession’s most critical needs as identified by the AACN (2006, p. 5):

• development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;

• enhanced knowledge to improve nursing practice and patient outcomes;

• enhanced leadership skills to strengthen practice and health care delivery;

• better match of program requirements and credits and time with the credential earned;

• provision of an advanced educational credential for those who require advanced practice knowledge but do not need or want a strong research focus (e.g., practice faculty);

• enhanced ability to attract individuals to nursing from non-nursing backgrounds;

• increased supply of faculty for practice instruction.
Student Learning Objective for the Nursing Practice Program (DNP):

1. Synthesize knowledge derived from a scientific foundation in order to demonstrate expertise in advanced clinical nursing practice to improve delivery of care.

2. Demonstrate continuous quality improvement in patient care situations while providing leadership in clinical decision making through use of information systems and technology for the improvement and transformation of health care.

3. Use clinical scholarship and analytical methods to implement safe, quality improvement in administration of patient care.

4. Encourage interprofessional collaboration and teamwork to enhance and improve population health outcomes.

5. Engage in influencing the development and implementation of health policy that provides an interface between practice, research and

Characteristics of the DNP Graduate

The characteristics of the graduate reflect the Essentials for Doctoral Education in Advanced Nursing Practice (AACN, 2006, pg 8-17). These essentials focus on eight areas of advanced nursing practice. The areas are as follows:

Essential #1: Scientific Underpinnings for Practice

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.

2. Use science-based theories and concepts to:

   a. determine the nature and significance of health and health care delivery phenomena;
ORGANIZING FRAMEWORK–UNDERGRADUATE PROGRAM

The organizing framework of the Baccalaureate undergraduate curriculum reflects the philosophy of The University of Toledo College of Nursing and provides direction for the process and content of the curriculum. This framework supports the overall goal of baccalaureate nursing education to prepare nurses as generalists who function in the nursing role as providers of care, coordinators of care and members of a profession. The philosophy of person undergirds the entire learning experience incorporating a commitment to support the autonomy of the individual. This philosophy forms the basis for all relationships including those of nurse-client, student-faculty, faculty-faculty, student-faculty-staff and student-student.

The pervasive concept for the organization and design of the curriculum is Orem’s Self-Care Deficit Theory of Nursing (SCDTN). This theory provides a unique perspective for inter-relating the metaparadigm concepts addressed in the philosophy: person, health, environment and nursing. The theory supports the concept of person as an integrated whole possessing the capacity to take deliberate action for self. In the SCDTN optimal health and well-being of the individual are the goals of self-care actions. Health and well-being are influenced by the interaction of the individual and the environment. A focus of nursing, as described in the SCDTN is to enhance and facilitate a person’s self-care actions in collaboration with the individual, family and other health care professionals.

The major elements of the SCDTN related to person as client are self-care agency, dependent care agency, basic conditioning factors, self-care requisites, therapeutic self-care demand and self-care deficits. The person as client is perceived as a self-care agent. Self-care agency refers to the ability of individuals to deliberately carry out self-care actions on a continuous basis in order to maintain life, health and well-being. Self-care agency is influenced by the basic conditioning factors of age, sex, developmental state, family system factors, socio-cultural orientation, available resources and health state. The person’s ability to meet the three types of self-care requisites, (universal, developmental and health deviation) describe self-care agency of the individual. If the self-care agency is less than the therapeutic self-care demand, a self-care deficit exists and indicates the need for nursing.

The SCDTN provides structure for the organization of the curriculum. The theory is introduced in the first professional course of the nursing major. Implementation of the nursing process is directed by the SCDTN that is used in the care of individuals and individuals as family members across the life span in all health states and in a variety of settings. This theory is augmented by other theories as the student progresses to the care of the client as family, group and community.

Three progressive concepts are identified: client, nursing systems and nursing role. The client, as the recipient of nursing care, may be an individual, family, group or community. The primary focus of the program is on the development of the self-care agency of individuals across the life span with consideration of the individual as a member of a variety of social groups. As the student progresses in the program, the focus evolves to include the care of families, groups and communities.

Nursing systems are actions and interactions that nurses develop along with clients and other health care professionals to assist persons to overcome their self-care deficits. Within the curriculum and
with the guidance of the faculty the student progresses in the ability to analyze client situations. The student moves from implementing relatively simple nursing systems with very basic interventions to more complex systems and interventions.

Nursing role includes three elements: provider of care, coordinator of care and member of a profession. In the early nursing courses, provider of care is the major emphasis. Students learn to be providers of care for individuals in a variety of settings. The foundation of this care includes and builds on basic concepts of professional behavior as well as foundational knowledge and skill in therapeutic communication, nursing technologies, social and biological sciences, humanities and nursing science. Subsequently the student increases depth and breadth of knowledge and skill in providing care to individuals, families and groups in acute, long term and community settings.

The nursing role of coordinator of care is introduced at the first level. The foundational skills of coordinator of care include beginning skills of communication within the health care system, including the use of computers. As the student progresses these beginning skills are further developed with teaching-learning concepts, use of the group process, assertiveness and advocacy being added to the students’ professional behavior. The student also acquires knowledge about nursing practice within the context of the health care system and participates in the referral process. At each level there is increasing opportunity to demonstrate leadership with peers and small groups. Skills of managing and coordinating care are developed further at the senior level.

The nursing role component, member of the profession, begins with foundational work in the nursing prerequisite courses. Nursing courses progressively emphasize rights and responsibilities, standards of care, ethical concerns, legal parameters, sociopolitical and professional issues. Accountability and self-directed learning are also developed progressively. Introduction to research begins early in the nursing major as students become familiar with current research that supports care giving decisions. A research course prepares the student to be a more sophisticated consumer of published research and to have a beginning understanding of research design and methodology. The culminating course provides for the synthesis of all aspects of collegiate learning for individual transition to beginning professional practice.

Graduates of this curriculum are prepared to assume the role of generalist with beginning research, leadership and management abilities. This preparation provides a foundation for lifelong learning, professional leadership and graduate education.

Date: 1/91
Reviewed: 2/2011
CON-01   Section I

HISTORY AND BACKGROUND
The University of Toledo is a public institution, formerly known as MCO, then MUO which is part of the Ohio system of higher education governed by the Ohio Board of Regents. The College of Nursing is located on the 429-acre Health Science Campus designed by the late renowned architect, Minoru Yamasaki. The campus includes University Medical Center hospitals, a library, research, classroom, and administration buildings, the Eleanor Dana Center for Continuing Education and the Toledo Hilton Hotel.

The undergraduate nursing program is a part of a consortium that consists of Bowling Green State University and The University of Toledo. Both participating universities are state-supported institutions consisting of multiple colleges. Bowling Green State University has a campus at Firelands College in Huron, Ohio, approximately 75 miles from both Toledo and from the main campus at Bowling Green. Firelands serves as an outreach site, developed through the Area Health Education Center (AHEC), for registered nurses in North Central Ohio to complete baccalaureate degrees in nursing. Pre-nursing students may also take prerequisite and general education courses at Firelands prior to admission to the College of Nursing.

The University Medical Center serves as the Area Health Education Center (AHEC) for a twenty (20) county region in Northwest Ohio. This region is subdivided into three “AHEC” regions. One aspect of UT’s mission is to meet the needs of this region for preparing health professionals in medicine, nursing and allied health.

The programs in medicine, nursing and allied health have been accredited by the appropriate professional bodies in a timely fashion as each program was developed. UT is fully accredited by the North Central Association of Colleges and Schools (2001 for the maximum 10 years). In 2010, the Graduate School received continuing accreditation from the NCACS. The College of Nursing is approved by the Ohio Board of Nursing and was accredited by the Commission of Collegiate Nursing Education in 2009 for the maximum 10 years.
The College of Nursing has as its mission to create an environment that systematically advances the teaching, research and practice of nursing through rigorous inquiry in order to prepare culturally sensitive nurses who improve the health of clients in a dynamic, collaborative, global health care community and who advance the discipline of nursing. The College of Nursing is committed to ongoing, continuous assessment of learning to ensure empirically based curriculum changes that assist students to achieve the highest possible outcomes. [To accomplish this, the College has eight educational foci: master of science in nursing for advanced practice and nurse educator pre-licensure (Clinical Nurse Leader), MSN basic baccalaureate program (BSN), RN-to-BSN program associate of applied science (nursing) program and a comprehensive continuing nursing education program for registered nurses.] In addition to its education programs, the College, through its faculty, is involved in a variety of activities including clinical practice, consultation, service and research consistent with its nursing leadership role in the Northwest Ohio and Southeast Michigan, the state of Ohio, nationally and internationally.

There are three distinguishing characteristics of the College of Nursing: the philosophy of the College which is based on a person-centered, self-care and holistic orientation to nursing; the commitment of the faculty to the clinical competence of its graduates; and the consortium model of inter-institutional cooperation upon which the College was developed. In each of its programs and activities, the College of Nursing is involved with a variety of educational and clinical institutions that collaborate with the College in accomplishing its mission. These relationships reflect the consortium base on which the College of Nursing was founded.

The first Dean of Nursing was appointed to the Medical College of Ohio in 1970 with the goal of developing the first baccalaureate nursing program in Northwest Ohio. An assessment of the needs, resources and nature of the educational institutions in the community resulted in the decision to initiate the baccalaureate program as a consortium. Primary factors in this decision were the nature of the Medical College as a free-standing professional school offering graduate programs in the health professions and the availability of two four-year universities within a twenty-five mile radius.

The BSN program (basic and RN/BSN is a collaborative effort with The University of Toledo and Bowling Green State and University through which students enroll and obtain their baccalaureate degrees. The MSN degree for the graduate program is granted by the Medical University of Ohio. The Clinical Nurse Leader (CNL) program is a pre-licensure masters program that prepares for advanced generalist nurse positions. The Doctorate in Nursing Practice program is a collaborate program with Wright University through which students in each school may enroll and obtain a doctorate degree in nursing practice.
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: DESCRIPTION OF THE UNIVERSITIES

The University of Toledo:

The Main Campus of The University of Toledo is a large urban university serving approximately 20,000 students, many of whom are commuters to the campus. The Main Campus occupies 20 acres in one of Toledo’s finest residential areas twenty minutes from the Health Science Campus and University Medical Center. It is an integral part of the civic, cultural and commercial life of the community. The University is made up of colleges that award undergraduate degrees; advanced degrees are offered through the Graduate College, College of Medicine and the College of Law.

Bowling Green State University:

Bowling Green State University is situated on a 1,250-acre campus located 18 miles southwest of Toledo. The University offers undergraduate degree programs, as well as master’s programs, doctoral programs, specialist’s programs and associate degree programs. More than 18,000 students attend classes on the main campus.

Firelands College, a branch campus of Bowling Green State University, is located approximately 75 miles from the Health Science Campus and from Bowling Green State University. The first two years of academic study leading to the baccalaureate degree may be completed on the Firelands campus. A CON Nursing Advisor provides academic guidance. A Firelands secretary serves as an on-campus contact for nursing students.
A consortium plan for a baccalaureate nursing major was developed through the cooperative efforts of the Medical College of Ohio, Bowling Green State University and The University of Toledo. The plan was approved by the Ohio Board of Regents in 1970. The rationale for the consortium plan for a nursing major was based on the following:

1. The proximity of three (3) State-supported schools within a 25-mile radius.

2. Effective utilization of financial resources and nursing faculty employed by the Medical University of Ohio, thus avoiding duplication of efforts.

3. Effective utilization of clinical facilities that are located primarily in the greater Toledo area.

4. Accommodation of two diverse groups of students: Bowling Green State University students are primarily residential students from all areas of the State of Ohio whereas The University of Toledo attracts a large number of second-career students, many of whom commute from the local areas.

5. The availability of the resources of the Medical University of Ohio which include basic science faculty prepared to teach human biological science and medical science courses and the clinical and research resources of a medical center as well as the liberal and general education resources of two universities.

The nursing consortium was first implemented at Bowling Green State University in September, 1971. Full approval of the program was granted by the State of Ohio, Board of Nursing Education and Nurse Registration in May, 1974 and the first class of eighteen (18) students was graduated in June, 1974. Approval was given to The University of Toledo to grant the Bachelor of Science in Nursing degree by the Ohio Board of Regents in June, 1974 and the consortium was fully implemented in September, 1974, with the admission of the first students to The University of Toledo nursing program. Initial accreditation of the baccalaureate program was granted on December 12, 1975 for a period of eight years by the National League for Nursing. Initial accreditation of the MSN program was granted in 1983. Both programs were reaccredited in 1991 and earned ten-year accreditation in 1999 from the Commission on Collegiate Education.

The Ohio Board of Nursing and the Ohio Board of Regents granted approval for the baccalaureate nursing major to be offered through each of the two universities as separate programs. While the degree is awarded by the specific university in which the student is enrolled; the only differences in curriculum in the two universities are those that pertain to the specific core requirements of the university or the college within the university. The professional component of the program is identical regardless of the university in which the student is enrolled and the program is administered as one program. The RN/BSN track meets the identical terminal objectives as those for the basic program.
The MSN program was established in 1980 with the admission of its first ten students. It received initial accreditation by the National League for Nursing in 1984. There have been several changes in the areas of concentration offered based on local and regional needs for master’s prepared nurses. The graduate Entry Masters Into Nursing Initiative (Gemini) pre-licensure program was established and received initial conditional Ohio Board of Nursing approval in 2003. This program initially was known as the Graduate Entry Masters Intro Nursing Initiative (GEMINI) and was changed to Clinical Nurse Leader (CNL) program in 2005.

The DNP program was established in 2008 in collaboration with Wright State University. The first class admitted 13 students; seven students from the UT and 6 students from WSU. The first DNP class will graduate in May 2011.
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: HISTORICAL HIGHLIGHTS

CON-01-025

2010  Continuing Full Approval of the Undergraduate Program for five years by the Ohio Board of Nursing

2009  Extension of approval from Ohio Nurses Association as a provider of continuing education for nurses through the American Nurses Credentialing Center.

2008  First DNP class admitted.

2007  Appointment of Dr. Timothy Gaspar as Dean

2006  MUO merged with the University of Toledo to become the new University of Toledo.

2005  Became Medical University of Ohio and the College of Nursing.

2005  Graduated the first class of GEMINI students.

2005  Full Approval by Ohio Board of Nursing for the GEMINI Program.

2005  Continuing Full Approval of the Undergraduate Program for five years by the Ohio Board of Nursing

2003  Conditional approval for the Graduate Entry Masters In Nursing Initiative (GEMINI) Program by the Ohio Board of Nursing.

2002  Re-approval from Ohio Nurses Association as a provider of continuing education for nurses through the American Nurses Credentialing Center.

   Ten-year accreditation from the Commission on Collegiate Nursing Education.

1999  Extension of approval from Ohio Nurses Association as a provider of continuing education for nurses through the American Nurses Credentialing Center.

1998  Appointment of Dr. Jeri A. Milstead as Dean

1996  Location of the Schools of Nursing and Allied Health in the Howard L. Collier Building.

1995  Groundbreaking for Howard L. Collier Nursing and Allied Health Building.
1992  Continuing accreditation of baccalaureate and master’s degree programs.

Initiation of Nursing Administration major in MSN program in collaboration with The University of Toledo.

1989  Appointment of Dr. Joyce K. Shoemaker as Dean.

1984  Initial accreditation of the Master’s program.

1983  Continuing accreditation of the baccalaureate program.

1982  Chartering of the Zeta Theta Chapter of Sigma Theta Tau, National Honor Society for Nursing.

Graduation of the first nine students from the Master’s program.

Historical Highlights

1980  Approval granted to the Medical College of Ohio by the Ohio Board of Regents to offer the Master of Science in Nursing degree.

Admission of the first ten students to the Master’s program.

1979  Appointment of a new Dean, Dr. Grace H. Chickadonz.

1977  Full approval by the Ohio Board of Nursing to The University of Toledo.

1975  Initial accreditation by the National League for Nursing.

1974  Full approval by the Ohio Board of Nursing given to Bowling Green State University.

Conditional approval to The University of Toledo by the Ohio Board of Nursing.

Graduation of 18 students in the first class from Bowling Green State University.

Approval by the Ohio Board of Regents to offer the BSN degree through The University of Toledo.

Admission of the first University of Toledo students.

1971  Conditional approval by the Ohio Board of Nursing granted to Bowling Green State University.

Admission of first class of BSN students.
1970  Appointment of Dr. Ruth L. Kelly as the first Dean of Nursing by the Medical College of Ohio.

Submission of the consortium plan to the Ohio Board of Regents for permission to grant the Bachelor of Science in Nursing degree by the University of Toledo and Bowling Green State University.

Revised 7/04, 8/05, 3/11
CON-02  Section II

ORGANIZATION AND ADMINISTRATION
# THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

## Mission Statement

**Final Draft**

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

**CON Mission Statement**

The mission of the College of Nursing is to improve the human condition; to educate professional nurses in a manner that engages and serves a diverse learner population as part of a larger metropolitan university, to discover and disseminate nursing knowledge that informs evidence-based practice for quality patient outcomes, and to address the service needs of our stakeholders through innovative programs and entrepreneurial initiatives.

## Core Values

**I. Compassion, Professionalism and Respect**

Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;

**II. Discovery, Learning and Communication**

Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;

**III. Diversity, Integrity and Teamwork**

Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative...
and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;

IV. Engagement, Outreach and Service
Provide services that meet students’ and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;

V. Excellence, Focus and Innovation
Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and

VI. Wellness, Healing and Safety
Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.

Vision Statement
The University of Toledo is a transformative force for the world. As such, the University will become a thriving student-centered, community-engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked professional colleges, and distinguished by exceptional strength in science and technology.

PREAMBLE
"It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness; it was the epoch of belief, it was the epoch of incredulity . . . " (Charles Dickens)

In August 2006, just after the merger of the University of Toledo and the former Medical University of Ohio, the new institution embarked

CON Vision Statement
The College of Nursing will be the college of choice across the span of nursing education that embodies excellence in the application of the art and science of nursing within an interprofessional context and is distinguished by scholarly inquiry that emphasizes clinical outcomes and translational research.
on a strategic planning process led by an executive committee of faculty, administrators, students, trustees, and community members. Grounded in our institutional mission, vision, and values, the resulting strategic plan, Directions 2007, provided post-merger goals and strategies to guide the new University of Toledo into the future. Its six broadly conceived goals focus on undergraduate education, graduate and professional education, research and intellectual property transfer, student centeredness and campus community, health care access and delivery, and outreach and engagement, each goal emphasizing strengths and envisioning excellence. Directions 2007 served the University of Toledo well, continuously informing and shaping institutional planning and decisions and urging us toward distinction.

In the intervening years, the world around us has changed. From unanticipated and catastrophic economic conditions to new political leadership at local, state, and federal levels, external conditions have drastically shifted. The instability of the economy has been compounded by other grave global crises such as the environment and health care. Universities have an ethical and intellectual responsibility to address these “grand challenges” and actively participate with various communities to discover sustainable solutions. Such a sense of engagement and stewardship must also be instilled in our undergraduate and graduate students, along with the traditional power of broad-based knowledge and critical analysis, enhanced by integrative and interdisciplinary learning modes and 21st-century technologies that have externalized and transformed the production and dissemination of knowledge. In this dynamic context, we can no longer pursue excellence in an evolutionary manner, as Directions 2007 states in its Epilogue; instead, our pursuit must be revolutionary.

To address the University’s response to these contextual circumstances and to ensure our continuing relevancy, engagement, and sustainability, more than sixty members of the university and Toledo communities gathered in November 2009 to begin a process of recalibrating
Directions 2007. The group agreed to preserve, but revise the six broad strategic goals, respond to external megatrends, and fill gaps in Directions 2007, adding implementation strategies, measurable milestones, and outcome metrics. Throughout the fully transparent, iterative strategic planning process, Directions 2011 was conceived, written, and revised by hundreds of faculty, staff, administrators, students, trustees, and community members. Hundreds more provided feedback through numerous meetings held in venues across the university campuses and through social networking sites maintained by the Strategic Planning Committee. Directions 2011 is therefore a university-wide and community-wide strategic planning document in the truest and broadest sense.

Aligned with the University System of Ohio Strategic Plan, The Relevant University, and the Higher Learning Commission Accreditation Self-Study, Directions 2011 provides a measurable path to distinction, a guide through a downside economy, a visionary land-use plan, and a more flexible and responsive organizational structure. Its six primary goals are linked by strategic themes: Sustainability; Relevance; Distinctiveness; Stewardship; and Interdisciplinarity. Connecting threads are also woven throughout Directions 2011, including diversity, accessibility, affordability, accountability, flexibility, visibility, engagement, leadership, economic rejuvenation, life-long learning, and quality—quality of place, educational experience, and health care delivery. The linking themes and the binding threads create a coherent, shared vision and a viable, dynamic, revolutionary strategic plan.

<table>
<thead>
<tr>
<th>Overarching Strategic Goals</th>
<th>Overarching Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To continue to strive for stature at regional, national, and global levels</td>
<td></td>
</tr>
<tr>
<td>2. To enhance student-centered and patient-driven focus</td>
<td></td>
</tr>
<tr>
<td>3. To celebrate quality of faculty and recruit new faculty</td>
<td>1. To elevate the stature and standing of our educational programs from state to regional and national levels.</td>
</tr>
<tr>
<td></td>
<td>2. To provide student-centered, evidence-based, innovative academic and continuing education programs to an increasingly diverse learner community.</td>
</tr>
</tbody>
</table>
## GOAL I | UNDERGRADUATE ACADEMIC PROGRAMS

Our undergraduate academic programs will be regionally distinguished and highly ranked nationally. The undergraduate experience at UT will provide exceptional student centeredness and a learner-driven focus, which combine for a personally satisfying, professionally relevant and affordable education.

<table>
<thead>
<tr>
<th>1. We will become a learner-centered institution with intensified focus on teaching and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Milestone: We will attain an 80% first to second year retention rate. We will attain a 65% four-year graduation rate.</td>
</tr>
</tbody>
</table>
| 1.1 We will sustain a focus on teaching and learning at the baccalaureate level with sensitivity to learner-centeredness.  
1.2 Assess current retention rate of PNGN students and reasons for attrition from first to second year.  
1.3 Sustain engagement program of undergraduate probationers with Program Director and Advisors to encourage appropriate help seeking behaviors and increase learner awareness of self-directed action for students on academic probation. |
<p>| Metric/Milestone: Improve PNGN retention rate by 10% over 2011 actual. Sustain a 95% 2-year metric. |
| 2. We will integrate STEMM (Science, Technology, Engineering, Mathematics, Medicine) and the Liberal Arts. |
| 2.1 We will admit applicants to the major with strong performance in each of the specified science, math, and liberal arts courses for |</p>
<table>
<thead>
<tr>
<th>Metric/Milestone:</th>
<th>required for admission to the nursing major.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will develop and implement two schools with a specific focus on STEMM and Liberal Arts integration by 2012.</td>
<td></td>
</tr>
</tbody>
</table>

**Metric/Milestone:**
Admitted students will have a cumulative GPA of at least 3.0 in required pre-requisite STEMM courses by 2014.

3. **We will build life experience into the general education curriculum and ensure a curriculum that is responsive to stakeholder feedback and relevant to student needs and regional and global relationships.**

Metric/Milestone:
Every UT student will have the opportunity for Study Abroad/Study Away programs by 2012.

3.1 **We will sustain opportunity for study away learning experience for undergraduate students.**
3.2 **We will grow the co-op program at UTMC.**
3.3 **We will explore expansion of the Co-op program with Promedica and other health care agencies.**

**Metric/Milestone:**
Undergraduates will have opportunity in faculty-guided study away learning experience in 2-3 sites per year.
Increase co-op students from 22 to 30 per term at UTMC by 2012.
Initiate one group of co-op students with health care partner agencies beyond UTMC by 2013.

4. **We will continue to focus on affordability and enhance accessibility.**

Metric/Milestone:
The total out-of-pocket cost of education at UT will not exceed the mean for the Ohio System of Universities.

4.1 **We will increase availability of UG scholarships through increased creative and philanthropic efforts.**
4.2 **We will support the heart-to-heart program of the alumni association that provides stethoscopes to incoming undergraduates.**
4.3 **All CON undergraduate students will have access to information about scholarship opportunities.**

**Metric/Milestone:**
Sustain current efforts supporting philanthropy. Each incoming junior student will receive a gift of a stethoscope.
Student services web-site will contain information about scholarships by July 1, 2011.

5. **We will continue to maintain balanced enrollment strategies.**

Metric/Milestone:
We will continue to strive for 20,000 undergraduates while continuing to elevating admission standards for colleges and programs.

5.1 **We will increase the size of our current undergraduate program despite the current economic climate to support workforce needs of baccalaureate graduates.**

**Metric/milestone:**
Sustain enrollment levels of pre-nursing students.
Increase admission of three cohorts from 80 to 88 juniors per semester in 2012. Monitor (and adjust as needed) impact on/capacity of academic supports and infrastructure (e.g., space, faculty)

<table>
<thead>
<tr>
<th>GOAL II</th>
<th>GRADUATE AND PROFESSIONAL ACADEMIC PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our graduate and professional academic programs will be regionally relevant, nationally distinguished and highly ranked. These programs at UT will be known for high quality while maintaining accessibility, affordability and engagement. STEMM (Science, Technology, Engineering, Mathematics, Medicine) and professional programs will have high visibility.</td>
<td></td>
</tr>
</tbody>
</table>

1. We will enhance the quality and stature of all of our programs.
   Metric/Milestone: We will track and benchmark job placement, degrees awarded and market demand; and adjust and align resources with outcomes by 2014.

   1.1 We will evaluate graduate programs with low applicant and enrollment levels for sustainability and cost-effectiveness.
   1.2 We will evaluate feasibility of starting (or partnering with another regional University) a PhD in Nursing Program by 2015
   1.3 We will complete the CCNE accreditation process for the DNP program by 2012
   Metric/Milestone; Elimination of or cycle admissions for under-subscribed programs. Assessment of faculty readiness, market needs, and potential partners completed by 2013
   Accreditation status for DNP program obtained.

2. We will work to assure affordability of our graduate and professional programs.
   Metric/Milestone: We will offer competitive tuition and fees as benchmarked to Ohio System of Universities.

   2.1 All CON graduate students will have access to information about scholarship opportunities.
   Metric/milestone: Student services web-site will contain information about scholarships by 2011

3. We will work to ensure accessibility to a diverse student population.
   Metric/Milestone: Representation from underrepresented groups will reach 10% by 2015

   3.1 We will expand admission and scholarship support for under-represented groups in nursing (AA, Hispanic, males, LGBT) in the CNL program, if funded under RWJ program (grant application pending).
   3.2 All CON students will have access to information about scholarship opportunities.
   Metric/Milestone:
<table>
<thead>
<tr>
<th>Faculty Manual 2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. We will establish a recognized role in economic leadership and stimulation of the regional economy.</strong></td>
</tr>
<tr>
<td>Metric/Milestone: Every graduate program will offer the opportunity to work in a business, professional, or clinical setting by 2015.</td>
</tr>
</tbody>
</table>
| **Pending award, a minimum of 20% of CNL admissions would reflect the target group.**  
| Pending award, 8 new scholarships would be dedicated to the target group.  
| Student services web-site will contain information about scholarships by 2011 |
| **4.1 We will review the range of clinical placements for graduate nursing students in relation to current opportunities in the field.** |
| Metric/Milestone: New placements will be secured to fill identified gaps. |

| III | RESEARCH, TECHNOLOGY TRANSFER AND INCUBATION |
|---------------------------------------------|
| We will enhance UT’s standing as a major metropolitan research university with internationally recognized areas of research, scholarship and creative activity. |
| **1. We will advance a culture of research, scholarship and creative activities.** |
| Metric/Milestone: We will continuously refine our criteria for faculty workload credit given for research, scholarship, and creative activity. |
| **1.1 We will clarify and advance the research and creative scholarly focus and priorities of the CON** |
| **1.2 We will evaluate and deploy FTE allocated for research/scholarship to enhance return on investment and to support faculty success in promotion and tenure. We will engage pre-nursing students via faculty engagement in the Undergraduate Research stipend opportunity.** |
| **1.3 We will pursue donors to grow the Buchman Fund for Nursing Research.** |
| **1.4 We will pursue donors to establish an endowed research chair in nursing** |
| Metric/Milestone: Sustained faculty representation on the UG Research Committee 100% of doctorally prepared faculty will have a defined plan for research/scholarship by 2012. Criteria for appointment and promotion will be comparable to benchmark schools by 2013. Scholarly products will double annually within the tenure track until 90% participation is achieved. |
| Two pre-nursing students will be engaged in...
| Metric/Milestone | 2. We will bring UT to the top 150 in the NSF rankings of research expenditures.  
External research funding will exceed $100 million annually by 2013. | 2.1 We will increase faculty capacity to secure external funding.  
Metric/Milestone:  
100% of faculty members with dedicated research time will submit an application for external within 2 years of such support. |
|---|---|---|
| Metric/Milestone:  
We will visit or host visits from two national Federal agencies annually. | 3. We will build collaborations with federal research and development (R&D) agency.  
Metric/Milestone:  
We will visit or host visits from two national Federal agencies annually. | 3.1 We will avail ourselves of opportunities generated at the University level as relevant to our field  
Metric/Milestone:  
Nursing faculty noted among attendees where relevant to their defined scholarly interests |
| Metric/Milestone:  
Annually develop, at least one new, research collaboration. | 4. We will build and develop research connections and collaborations with leading universities and centers and private corporations.  
Metric/Milestone:  
Annually develop, at least one new, research collaboration. | 4.1 We will seek opportunity to collaborate with Promedica on nursing research initiatives.  
Metric/Milestone:  
Reciprocal representation on relevant groups/committees will be established by 2012  
At least one faculty member will be engaged on a Promedica project |
| We will provide high-quality research centers and institutes.  
Metric/Milestone:  
Every “institute” and most “centers” will be externally funded by 2013. | We provide nationally recognized technology transfer and technology and incubation programs that assist in local business development.  
Metric/Milestone:  
We will continue to be ranked among the top ten University Technology Transfer systems. We will see an 8% annual increase in number of invention disclosures. | N/A |
| We provide quality infrastructure and support for faculty research and scholarship.  
Metric/Milestone:  
We will benchmark against peer universities | 7.1 We will establish the CON as a viable partner for interdisciplinary and inter-institutional research endeavors.  
7.2 We will pursue resources critical to building the CON research enterprise and |
regarding number and square footage of laboratories.

Metric/Milestone:
FTE allocations for dedicated research time will be sustained at current level.
CON faculty will be responsive to and successful with internal opportunities that support interdisciplinary research.
All CON faculty with dedicated research time will have identified interdisciplinary collaborators.
The range of resources and supports for research within the CON will expand.
The CON endowment for research will double by 2014.

<table>
<thead>
<tr>
<th>GOAL IV</th>
<th>LEARNING ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will be distinguished for our learner-centered environment and for our relevant programs in a vibrant, safe and healthy environment that enhance the engagement of our UT community with our stakeholders.</td>
<td></td>
</tr>
<tr>
<td>We will ensure high quality programs and multi-dimensional experiences.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: We will experience a 15% annual increase in number of online degrees awarded, a 10% annual increase in number of number of courses offering online tutoring, and a 5% annual increase in number of adults taking blended or hybrid courses.</td>
<td></td>
</tr>
<tr>
<td>We will sustain our on-line programs for RN to BSN, MSN (Nurse Educator), and DNP programs.</td>
<td></td>
</tr>
<tr>
<td>We will strengthen the appeal of on-line programs to prospects by introducing more interactive teaching strategies and opportunities (e.g., Wimba, ECHO 360, Polycomm).</td>
<td></td>
</tr>
<tr>
<td>We will increase use of simulation technology across curricula.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: Sustained applications and admissions to graduate programs.</td>
<td></td>
</tr>
<tr>
<td>20% increase in applications to the RN to BSN program.</td>
<td></td>
</tr>
<tr>
<td>All students will have at least one simulation experience by 2014.</td>
<td></td>
</tr>
</tbody>
</table>

We will build on the strength and distinction to be derived from diversity.

Metric/Milestone:
First to second year retention of first time full time underrepresented minority students will reach 55% by 2013.

Sustain recruitment efforts with underrepresented junior and senior high school students in the Toledo metropolitan area.
We will sustain our undergraduate student nursing enrollment at 8-12% for underrepresented minority students.

Metric/Milestone.
CON Office of Student Services will
<p>| We will integrate academic and residential life. | provide a minimum of 6 specific outreach efforts to under-represented students. We will develop peer and faculty mentors for under-represented minority students. By 2012 |
| Metric/Milestone: Every College will be involved in a Cluster Floor or Living Learning Community by Fall 2012. | We will increase participation in the CON Living-Learning Community We will increase participation in CON Honors program. Metric/Milestone: Increase by 10% number of students in living-learning community by 2012. Sustain presence of nursing advisor in LLC Double current participation in the Honors program in 2012. Sustain the position of Director for the Nursing Honors Program |
| We will provide quality classrooms, laboratories, and learning spaces. | 5.1 We will explore innovative course management systems (i.e. Blackboard 9.0, Epsilen, e-portfolio) for appropriate utilization in nursing courses. Metric/milestone: 90% of upper division and graduate CON student will be engaged with course management system in their courses by 2013 |
| Metric/Milestone: We will achieve 85% satisfaction scores with Campus technology by respondents to the Student Centeredness Survey by 2013. | N/A |
| We will provide full spectrum of innovative services to promote recruitment, retention, graduation, and career success. Metric/Milestone: 90% of UT students will be using a course management system in their courses by 2014. |  |
| We will create a quality learning environment on and surrounding our campuses. Metric/Milestone: We will continue to work with the UT Foundation to achieve the “Gateway Project” at the Dorr/Secor/Byrne intersection. | GOAL V | HEALTH CARE ACCESS AND DELIVERY (Chancellor Gold, primary coordinator) We will be a top-tier academic health care delivery system. We will expand our vision of university quality personalized health care. We will establish a nurse run clinic under the management of the CON. |</p>
<table>
<thead>
<tr>
<th>Metric/Milestone:</th>
<th>Metric/Milestone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of employees and families enrolled in our Consumer Driven Health Plan (CDHP) programs will double from its 2010 rate by 2013.</td>
<td>3.1 Provisional plans for a nurse managed clinic will be in place by 2013.</td>
</tr>
<tr>
<td></td>
<td>Clinic will be operational under CON faculty direction by 2015 with ongoing collaboration and affiliation with health care agencies throughout NW Ohio.</td>
</tr>
<tr>
<td></td>
<td>3.2 We will continue to assist, establish and support student and faculty involvement in health promotion activities and/or service learning projects with agencies in the region.</td>
</tr>
<tr>
<td>We will increase academic and clinical affiliations.</td>
<td>2.1 We will finalize a faculty practice plan agreement.</td>
</tr>
<tr>
<td>Metric/Milestone: 15% of UT College of Medicine students will stay in Northwest Ohio/Southeast Michigan for Resident training by 2013 and 17% by 2015.</td>
<td>2.2 We will pursue additional practice partnership within a structured practice plan.</td>
</tr>
<tr>
<td></td>
<td>Metric/Milestone: At least two nursing faculty will have appointments within an approved practice plan by 2012.</td>
</tr>
<tr>
<td>We will expand our emphasis on wellness, disease prevention, and early diagnosis.</td>
<td>3.1 We will establish a nurse run clinic under the management of the CON.</td>
</tr>
<tr>
<td>Metric/Milestone: The overall health status index of Lucas County will increase by 10% by 2015.</td>
<td>Metric/Milestone: Provisional plans for a nurse managed clinic will be in place by 2013.</td>
</tr>
<tr>
<td></td>
<td>Clinic will be operational under CON faculty direction by 2015 with ongoing collaboration and affiliation with health care agencies throughout NW Ohio.</td>
</tr>
<tr>
<td></td>
<td>3.2 We will continue to assist, establish and support student and faculty involvement in health promotion activities and/or service learning projects with agencies in the region.</td>
</tr>
<tr>
<td></td>
<td>Metric/Milestone: Sustain or increase current levels of health promotion and or service learning activities with collaboration from clinical sites in the region.</td>
</tr>
<tr>
<td>We will continue to utilize state-of-the-art information technology.</td>
<td>4.1 We will assure experience with the EMR for pre-licensure nursing students.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Metric/Milestone: We will comply with Federal “Meaningful Use Guidelines” by 2013. We will achieve a paperless inpatient and outpatient care delivery system by 2011.</td>
<td>Metric/Milestone: 100% of pre-licensure nursing students will have experience with the EMR by 2012.</td>
</tr>
<tr>
<td>We will expand our in-patient and ambulatory clinical base.</td>
<td>6.1 We will participate in the Patient Centered Medical Care Home initiative in Ohio. 6.2 We will support an application for a nurse managed center PCMH.</td>
</tr>
<tr>
<td>Metric/Milestone: UT Medical Center will achieve a market share of 15% by 2014.</td>
<td>Metric/Milestone: Sustained representation for an APN from the CON faculty on the PCMH Educational Advisory Committee Application from a nurse managed center for a PCMH will be affiliated with the CON.</td>
</tr>
<tr>
<td>We will align critical academic health system components with changes brought by Health Care Reform.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: We will be continuously compliant with all laws and regulations as they develop.</td>
<td></td>
</tr>
<tr>
<td>We will enhance ease of access and quality of health care.</td>
<td>N/A</td>
</tr>
<tr>
<td>Metric/Milestone: Out migration of health care from northwest Ohio will decrease by 10% by 2014.</td>
<td></td>
</tr>
<tr>
<td>We will increase graduate health care education breadth, quality, and numbers.</td>
<td>8.1 We will optimize the size of our graduate programs relative to available faculty and expansion of clinical sites (see goal II 4.1) 8.2 We will convert our master’s APN programs to post BSN-DNP program by 2015</td>
</tr>
<tr>
<td>Metric/Milestone: The total number of allopathic residency positions in northwest Ohio will increase by 20% by 2014.</td>
<td>Metric/ Milestone: RAGS/OBOR review by 2012 Sustain current program enrollment through transition period BSN to DNP</td>
</tr>
<tr>
<td>We will enhance and expand our clinical and simulation center educational programs.</td>
<td>9.1 We will extend availability of our clinical and simulation center educational programs to partnering institutions and agencies.</td>
</tr>
<tr>
<td>Metric/Milestone: 50% of students in the College of Medicine and the College of Nursing will have outcome assessment of a formal simulation center</td>
<td>Metric/Milestone: One new pilot program developed by 2012</td>
</tr>
<tr>
<td>Experience by 2013.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>**GOAL VI</td>
<td>OUTREACH AND GLOBAL ENGAGEMENT**</td>
</tr>
<tr>
<td>We will be distinguished for our community outreach and global engagement. We will be a key driver in the revitalization of the region’s economy and quality of life.</td>
<td></td>
</tr>
<tr>
<td>We will create a culture that promotes and rewards community outreach and global engagement as a form of scholarship.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: Every UT student will experience a service learning activity by 2014, faculty performance evaluation requirements will be revised to recognize the scholarship of engagement.</td>
<td></td>
</tr>
<tr>
<td>1.1 We will support community engagement of faculty as tied to academic or research initiatives.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: Faculty will review and link service involvements in relation to academic and research pursuits by 2012.</td>
<td></td>
</tr>
<tr>
<td>We will provide a portal for all University outreach and engagement activities.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: Engagement will become available to every UT student by 2013.</td>
<td></td>
</tr>
<tr>
<td>2.1 We will catalogue current outreach and community engagement activities of faculty.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: Information will be available on the UT portal for interested students, faculty and potential collaborators.</td>
<td></td>
</tr>
<tr>
<td>We will provide opportunities for professional development and continuing education.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: The number of students enrolled in Continuing Education/Lifelong Learning programs will increase by 200% by 2015.</td>
<td></td>
</tr>
<tr>
<td>3.1 We will adopt FlexReg to support our CNE program.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: FlexReg will replace current registration system by 2012. One new institutional affiliation by 2012.</td>
<td></td>
</tr>
<tr>
<td>3.2 We will pursue institutional affiliations via Flex Reg</td>
<td></td>
</tr>
<tr>
<td>We will partner with public and private entities to identify formal and informal educational opportunities.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: We will double the number of internships offered at Northwest Ohio public and private entities by 2013.</td>
<td></td>
</tr>
<tr>
<td>4.1 We will negotiate for expanded preceptor sites for CNLs and advance practice graduate students.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: 10% increase in number of preceptored experiences available by 2012.</td>
<td></td>
</tr>
<tr>
<td>4.2 We will convert current negotiation model with formalized contracts for student placements</td>
<td></td>
</tr>
<tr>
<td>We will be an economic catalyst for the region.</td>
<td></td>
</tr>
<tr>
<td>Metric/Milestone: We will create or support two new spinoff businesses annually.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
We will improve the region’s quality of place and increase community access to UT.

Metric/Milestone:
Toledo’s unemployment rate will be continuously below 10% and its population decline will stabilize.

We will achieve recognition for attention to urban education and urban communities.

Metric/Milestone:
We will assist the Toledo Public Schools (TPS) in achieving a sustainable business model.

We will encourage global engagement.

Metric/Milestone:
Our number of exchange student programs will double from the 2010 level by 2014. Faculty exchanges will triple by 2014.

We will align University research, workforce development, and engagement efforts with the community.

Metric/Milestone:
We will strategically apply resources to our designated Centers of Excellence: Solar and Renewable Energy; Transportation and Logistics and Supply Chain Management; and Genetically Driven Personalized Medicine.

<table>
<thead>
<tr>
<th>Metric/Milestone:</th>
<th>7.1 We will support faculty involvement in health education and screening initiatives in TPS as they relate to our curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Metric/Milestone: Sustained current clinical experiences in TPS as well as other metropolitan facilities and organizations. Continue on-going partnership with TPS through school nurses, teachers and key stakeholders</td>
</tr>
<tr>
<td></td>
<td>8.1 We will initiate exploration of potential international partners for eventual exchange programs.</td>
</tr>
<tr>
<td></td>
<td>Metric/Milestone: Task Force will be convened in 2012.</td>
</tr>
<tr>
<td></td>
<td>9.1 We will strengthen alignment of our research and educational programs with workforce needs of partnering institutions.</td>
</tr>
<tr>
<td></td>
<td>Metric/milestone: Reconstitution and revitalization of CON Advisory Committee Strategic placement of CON administrators and faculty on policy-making committees of major partnering institutions.</td>
</tr>
</tbody>
</table>
EPILOGUE

An institution without a plan has little likelihood of success; indeed, it may not be able to know what constitutes success. Still, there is a state more harmful than being without a plan. To be slavishly, inflexibly, and formulaically bound to a plan may be worse than having no plan at all. An inchoate but oriented state of readiness may in some instances be the best plan, the best strategy. Most surely an inability to adjust, a failure to recognize secular changes in business conditions is an even more certain recipe for institutional failure. It is necessary, therefore, to see this strategic plan not as fixed, even for a short three year cycle, but to see it as a document and vision constantly under review. This is especially true as we embark into the second decade of the 21st century. Health care is changing rapidly, major changes in higher education are likely, and the current economic status of our city, region, state, and nation are fragile to say the least. Constant surveillance of the environment and continual recalibration of this plan will be necessary.

Not rendered explicit in the forgoing documents are certain planning principles. It seems wise to make them explicit now that the recalibration of our plan reaches this point. First, we seek distinction, as an institution and for the components within The University of Toledo. We will not attain distinction without focusing; narrower and deeper focus is the only reasonable strategy for an institution of our size and resources. Secondly, we must build on our strengths as they have historically evolved assuming those strengths are congruent with our other planning principles and values. We will, therefore, concentrate our resources behind our state approved centers of excellence and consider application for additional centers of excellence. We cannot be all things to all people. Institutions like The University of Toledo frequently founder by spreading their resources too evenly and thinly. We must not make that mistake.

Other planning principles come close to constituting statements of values. We are an institution with an altruistic base. We are mission and value driven. We must therefore focus on customer need whether those customers are students, patients, or community individuals or institutions. We take market demand to be a measure and legitimate surrogate for such customer need. We must survive and thrive in the marketplace of the second decade of the 21st century. In general, we have used a “core business” strategy for several years. Subject to markets and secular trends, we must continue to focus on our core business and resist the temptation to splinter our focus into other arenas.

An institution’s culture is not an inert thing, though admittedly difficulty to change. It belongs to the people of the institution; an institution’s culture is constituted of the sum total of the utterances and writings of the people who comprise the institution. We are responsible for it. We create it with our utterances. We change it with our physiognomy, demeanor, and speech. This strategic planning document is about institutional culture, not about a list of specifics. It enumerates a commitment to a culture of altruism, a culture of excellence, and a culture of service. Corollaries include a commitment to building a meritocracy at The University of Toledo. The document speaks to a culture of pragmatism and utilitarianism, signified most clearly by a commitment to measurement. Ultimately, the culture we seek at The University of Toledo embodies our values and urges their daily practice.

Finally, a planning effort has a nearly mystical efficacy about it. It creates a future. What cannot be envisioned cannot be attained; a good strategic plan leads an institution to goals which would otherwise have remained invisible.
This principle applies also to individual lives where the mind functions as a stage manager so that much of what seems to be given is in fact the work product of the individual himself or herself. Thus the famous dictum: “there are no accidents.” We create our external world much more than we commonly realize. This conceptualization is even more powerful in the life of an institution. A strategic plan creates opportunity. In itself it has the power to lead us to a new state, a new future. The University of Toledo subscribes to altruism, service, distinction, and world impact. The purpose of this plan is to create that future state for this great institution.

GLOSSARY

**Admission Standards**: College-specific GPA and ACT or SAT minimum thresholds for admission to major program.

**Allopathy**: System of conventional medical practices using remedies that produce effects different from the disease.

**CDHP**: Consumer Driven Health Plan concentrating on individualized health care and focusing on wellness, disease prevention, access, early detection, and successful aging.

**Centers of Excellence**: U.T. designated Centers of Excellence include Solar and Renewable Energy, Transportation and Logistics and Supply Chain Management, and Genetically Driven Personalized Medicine.

**Continuing Education/Lifelong Learning**: The College of Adult and Lifelong Learning (CALL) provides access, career and life coaching, degree completion, and academic support to new, continuing, and reentering adult learners.

**Course Management Systems**: Used for delivery of virtual learning environments such as distance learning and blended learning. These systems (e.g., Blackboard, WebCT, Epsilen) provide instructors with a set of tools and a framework that allows creation of online course content and the teaching and management of the courses.

**Federal R&D Agencies**: Research and Development Agencies, for example, Department of Defense (DOD), Department of Energy (DOE), Environmental Protection Agency (EPA), National Aeronautics and Space Administration (NASA), National Space Biomedical Research Institute (NSBRI), National Institute of Health (NIH), National Science Foundation (NSF), Small Business Administration (SBA) Technology Resource Network, Transportation Research Board (TRB), U.S. Department of Agriculture (USDA).

**Learner Centered**: Focus on student learning environment and assessment of learning outcomes.

**Living Learning Communities/Cluster Floors**: Living Learning Communities are comprised of communities of students who share similar academic or special interests and who live together in residence halls. Living Learning Communities extend learning outside of the classroom and promote intellectual, social, and personal growth. Examples of current U.T. Living Learning Communities include Arts Living Learning Community, College of Engineering Living Learning Community, Entrepreneurship Through Innovation Living Learning Community, Environmental Sustainability
Living Learning Community, Health Professions Living Learning Community, Honors Living Learning Community, Leadership Through Service Living Learning Community. Living learning cluster floors in U.T. on-campus housing units include the College of Business and Innovation; Politics, Law and Society; and Alcohol and Substance Free Floors.

**Multidimensional Experiences:** Blending academic and complementary co-curricular experiences, such as athletics, recreation, service learning, study abroad, study away, health and wellness programs, community engagement, and student governance.

**NSF:** National Science Foundation.

**Out Migration:** Departure of health care professional from northwest Ohio.

**Scholarship of Engagement:** Scholarly activity engaging faculty in academically relevant work that meets community needs, as well as the campus mission and goals. As a scholarly agenda, it incorporates “reciprocal practices of civic engagement in the production of knowledge” and may be integrated across teaching, research, and service.

**Simulation Center:** Multidiscipline and multifunctional teaching and learning laboratories that simulate clinical environments where medical and nursing students practice procedures, utilize educational technology, and develop skills.

**Student Centered:** Focus on student experience.

**Student-Centeredness Survey:** Annually collects student feedback on areas that may directly impact student learning and campus life. The survey covers satisfaction with facilities and services, staff helpfulness, educational experience, co-curricular (outside classroom) experience, and sense of community.

**Study Abroad:** The U.T. Office of Academic Engagement collaborates with departments and colleges to create and administer study-abroad opportunities for undergraduate and graduate students. Activities range from short-term summer or faculty-led inter-term study programs to semester- or year-long (exchange) programs in a host of countries. U.T. is a member institution in the University Studies Abroad Consortium (USAC), which allows student placement in more than 20 study-abroad programs around the world.

**Study Away:** Student experiential learning outside the classroom and off campus, for example, study abroad, exchange programs, field trips, field work, internships, co-ops, the Washington Center, community awareness and engagement, volunteer activities, service learning, service in cross-cultural settings, leadership experience, disaster relief efforts, faculty-led specialized independent studies.
Definition of Terms:

Dean = Dean of the College of Nursing
School = The University of Toledo
College = College of Nursing
Consortium = Bowling Green State University; The University of Toledo
Ex officio = By virtue of official position. Voting privilege to be determined by individual committee

Article I - Name:

Section 1 Faculty Assembly of the College of Nursing of The University of Toledo

Article II - Membership:

Section 1 Membership (voting): All persons holding a full-time or fifty-percent (50%) or more part-time faculty appointment (instructor rank or above) in the College of Nursing shall be voting members of the Faculty Assembly.

Section 2 Associate membership (non-voting): Associate members shall constitute the collaborative body composed of adjunct faculty, temporary faculty and clinical associates. (Part-time employees with less than 50% positions).

Section 3 Voting members shall constitute the policy-making body.

Section 4 All voting members are expected to attend Faculty Assembly Meetings.

Article III - Rights and Responsibilities:

Section 1 The Faculty Assembly shall act as the representative body of the faculty of the College of Nursing. Its functions shall be to establish academic and faculty policies consistent with those of The University of Toledo and Bowling Green State University.

Section 2 The Faculty Assembly, in collaboration with the administration, shall exercise the right and responsibility for developing, implementing, and evaluating the educational programs and services of the College of Nursing.

Section 3 The Faculty Assembly shall exercise the right and responsibility for developing, implementing, and evaluating the policies affecting faculty rights and welfare.
Article IV - Organization and Administration of the Faculty Assembly:

Section 1  Chairperson

A. The Chairperson of the Faculty Assembly shall be elected to the position at the academic rank of assistant, associate or full professor.

1. Eligibility for the chairperson will:
   o Hold rank of assistant professor or higher
   o Be a full time faculty member in the College of Nursing
   o Have experience as a faculty senator or officer with the University of Toledo Faculty Senate preferred.

C. The Chairperson of the Faculty Assembly will have a designated secretary who will:
   o Obtain the room for the meeting
   o E-mail faculty for agenda items
   o Develop the agenda with the assistance of the chair
   o Distribute the approved agenda via e-mail three days prior to the meeting
   o Record and distributes draft of minutes

D. The Chairperson of the Faculty Assembly will:
   Approve the agenda prior to the distribution
   o Conduct the meetings
   o Monitor completion of items brought before the Faculty Assembly and ensure approved motions are entered into faculty manual.
   o Serve a term of two (2) years (May serve no more than two (2) consecutive terms)
   o Serve concurrently on the Faculty Affairs committee

E. The chairperson of Faculty Affairs committee will serve, in absence of the chairperson of Faculty Assembly. If the chairperson of Faculty Affairs committee is absent then the succession will be as follows: APT, Graduate and Undergraduate Curriculum Committee Chairpersons.

Section 2  Recorder

1. The recorder shall record proceedings and attendance, proofread and sign minutes of the Faculty Assembly and oversee their distribution to all members.

Article V - Meetings:

Section 1  Meetings of the Faculty Assembly shall be held monthly. Special meetings may be called by the Chairperson or by a simple majority of the membership.
Section 2  The purpose of the meetings shall be to review and act upon recommendations of committees of the Assembly and to conduct relevant business.

Section 3  The Faculty Assembly shall be governed by Robert’s Rules of Order - Revised in all cases to which they are applicable, except when they are in conflict with the Bylaws or special rules of order of this Assembly.

Section 4  A special meeting of the Faculty Assembly shall restrict its deliberations to those matters for which it has been specifically called.

Article VI - Voting Body - Quorum:

Section 1  Fifty-one percent (51%) of the voting members shall constitute a quorum of the Faculty Assembly. A simple majority of the quorum shall constitute a majority vote.

NOTE: Includes full-time and part-time (50% or more) faculty.

Article VII - Amendments:

Section 1  Bylaws may be amended at any meeting of the Faculty Assembly.

Section 2  A written notice of the proposed amendments shall be submitted to the faculty five working days prior to the meeting of the Faculty Assembly.

Section 3  A two-thirds vote of the voting body of the Faculty Assembly shall be required for adoption of proposed amendments.

Article VIII - Order of Business:

Section 1  Order of business shall be as follows:
A. Call to order
B. Approval of minutes
C. Ordering of the Agenda
   I. Standing Committee reports
   E. Old business
   F. New business
   G. Announcements
   H. Adjournment

Section 2  Faculty may submit items for the agenda to the chair one (1) week in advance of the Faculty Assembly meeting. Items that require faculty vote should be submitted at least one (1) week prior to the meeting.
Article IX - Standing Committees:

Section 1  Committees related to governance of the Faculty Assembly shall be:
   A. Appointment, Promotion and Tenure
   C. Faculty Affairs
   D. Graduate Admission, Progression and Retention
   E. Graduate Curriculum
   F. Nursing Research Review
   G. Student Grievance
   H. Bacclaurate Curriculum
   I. Undergraduate Student Admission, Retention, and Progression
   J. Student Affairs

Section 2  Advisory Committees

Section 3  General Provisions, Rules and Procedures

   A. Each committee shall develop its own objectives congruent with its prescribed functions. The committee shall maintain a record including the annual objectives and meeting minutes that shall be available on file to members of the Faculty Assembly at utad.utoledo.edu. z-drive.

   B. An annual report will be prepared electronically and submitted each spring to the Dean’s office. These reports are available electronically for faculty review. The annual report shall include:
   • Membership of the committee
   • Dates of meetings
   • Purpose of committee
   • Goals for the current year
   • Outcomes for the current year
   • Strengths
   • Limitations
   • Goals for the next academic year

   C. Committees shall use the following procedures for recommendations requiring faculty action:
   1. Committees recommending motions for faculty action shall circulate their proposed motion five (5) working days before requesting faculty action.
   2. Recommendations in the form of motions to the faculty shall include a description of the problem(s) involved as well as the advantages and disadvantages of the recommendation.
   3. Committees shall solicit faculty input into the issue prior to the time of voting, whenever feasible. This may be accomplished by a series of written drafts circulated to faculty for input and/or specially scheduled forums for faculty input.
D. Standing committee governance shall:
   1. Review committee bylaws every three (3) years, or as needed
   2. Submit proposed bylaw revisions to Faculty Affairs for review
   3. Submit committee bylaws to Faculty Assembly for approval

Article IX - Standing Committees: (continued)

Section 3 General Provisions, Rules and Procedures (Continued)

E. Committee membership and organization:
   1. All members of the faculty and all appointed students shall be eligible as
      voting members of the Faculty Committees unless otherwise specified in this
      document.
   2. All full-time and part-time (50% or more) faculty are expected to serve on
      committees.
   3. Faculty shall serve for three years beginning the first week of fall semester.
   4. Membership on standing committees shall be staggered.
   5. Newly formed faculty committees requiring a total slate of new members shall
      have two elected/appointed members recommended by the committee for a
      four-year term and the remaining elected/appointed members recommended
      by the committee for a three-year term.
   6. Students shall begin serving immediately following their election or
      appointment. Terms of office are committee specific.
   7. Members may serve no more than two (2) consecutive terms.
   8. A Chairperson shall be elected annually by the membership of each
      committee. Expectation is that faculty at higher rank will provide leadership
      within the committee structure.
   9. The recorder shall distribute minutes prior to the next meeting to members
      electronically.
   10. Approval action on the minutes will be taken at the next meeting of the
      committee. Approved minutes will be submitted electronically to the Dean’s
      office and an electronical copy will be available to all faculty on the z-drive.
   11. All committees shall meet monthly, or as appropriate.
   12. All faculty committees shall participate in the program evaluation consistent
      with the criteria of the College of Nursing Master Plan.
Section 4  Standing Committees

A. Appointment, Promotion and Tenure Committee

1. Functions

a) Recommend policies and procedures for appointment, promotion and tenure to the faculty.
b) Disseminate policies and procedures for appointment, promotion and tenure to faculty.
c) Review and evaluate faculty members’ performance.
d) Make recommendations to the Dean concerning appointment, promotion and tenure.
e) Provide to individual faculty member a written summary of the Committee’s review.
f) Make recommendations to the Dean regarding Emeritus appointment.

Article IX - Standing Committees: (Continued)

2. Membership

The membership of the APT Committee consists of five (5) elected, non-administrative faculty members as follows:

a) Five (5) Associate Professors or Professors, at least one of whom must be a tenured non-administrative faculty member
   • One (1) committee member will serve as Chair; one (1) member will serve as Vice-Chair and will assume the Chair position in the following academic year.

B. Faculty Affairs

1. Functions:

a) Faculty Role

   (1) Participate with Department Chairs and Associate Deans in the development and implementation of an orientation program for new faculty.
   (2) Identify and recommend to Faculty Assembly ideas for faculty workshops and programs appropriate for the development and continuing education of the faculty.
   (3) Seek faculty nominations and prepare a ballot for faculty awards.

b) Faculty Welfare
(1) Consider issues related to faculty welfare and make recommendations to the Dean.

(2) Monitor issues related to faculty welfare including but not limited to:
   - Salary
   - Benefits
   - Workload
   - Resources
   - Academic freedom
   - Professional ethics

2. Make recommendations to Faculty Assembly as a whole and Faculty Affairs Committee of HSC Faculty Senate

(4) Advocate for faculty rights and welfare

c) Faculty Governance
   - Maintains a liaison with the HSC faculty senate
   - Addresses governance concerns of faculty and takes appropriate action

(3) Oversee the implementation of membership in coordination with chairperson of each of the standing committees.

   (a) Solicit applications for both appointed and elected committees.
   (b) Ensure that each committee has a mix of faculty holding different ranks
   (c) Implement the nomination and election procedure for elected positions by the last faculty meeting of the academic year.
   (d) Send to the Dean’s office the list of faculty members appointed/elected to the College of Nursing committees.

(4) Review bylaws for the Faculty Assembly of the College of Nursing at least every three (3) years.

(5) Review faculty policy and procedures as required by the Master plan for evaluation.

(6) Participates in the review process of faculty handbook annually.

(7) Assure any changes in the handbook be brought to Faculty Assembly for review

2. Membership:
a) Membership of the Faculty Affairs Committee shall consist of six (6) elected non-administrative faculty representing members from each department.
   The committee shall consist of:
   - Three (3) Assistant, Associate or Full Professors
   - Three (3) members from the faculty
   - Chairperson Faculty Assembly (ex-officio member)

C. Graduate Admissions Progression and Retention Committee

1. Functions
   a) Recommend changes in Graduate Admission, Progression and Retention Committee criteria annually as appropriate to the Graduate Program Director and the Faculty Assembly.
   b) Review credentials of all graduate applicants to the College of Nursing.

Article IX - Standing Committees: (Continued)

   c) Recommend qualified applicants to the Program Director of the Graduate College for admission (re-admission) to the graduate program.
   d) Collaborate with the Admission Representative of the College of Nursing and the University of Toledo Graduate College in recruitment of students.
   e) Develop strategies for recruitment and retention of all graduate students including minority and non-traditional students.
   f) Advise the Graduate Program Director about progression and graduation issues.

2. Membership
   a) Five graduate faculty members with staggered terms to facilitate the work of the committee
   b) Graduate Program Director (ex-officio – on vote)
   c) Graduate Nursing Advisor (ex-officio – voting)
   d) Graduate student (voting) to serve on the committee in relation to functions a, d, and e only.
   e) CNL Coordinator
   f) CNL student

D. Nursing Research Review Committee

1. Functions
   a) Provide departmental pre-review of human research protocols prior to submission to UT Institutional Review Board (IRB)
b) Assure the IRB that the proposal content has received rigorous departmental internal review of the scientific merit, the validity of the study design, and the safety of the protocol.

c) Assure the IRB that the Principal Investigator has sufficient staff and facilities and is qualified to conduct the study.

d) Ensure that the conduct of each research protocol will adhere to all UT policies and procedures as well as those of appropriate governmental agencies.

2. Membership
   a) The committee will consist of two faculty members, a chair, vice-chair, and ex-officio members.
   b) The Chair and the Vice-Chair of the NRRC Committee will be experienced in reviewing research on human subjects for the protection of human rights.
   c) Faculty members currently serving on the UT IRB will serve as ex-officio members of this committee.
   d) At least one faculty member will be from the Center for Nursing Research and Evaluation (CNRE).

**Article IX - Standing Committees:** (Continued)

E. Graduate Curriculum Committee
   1. Functions
      a) Develop and recommend graduate curricula to Faculty Assembly based on national nursing and education standards.
      b) Review the graduate curricula for integrity related to the purposes, philosophy and mission of the College of Nursing.
      c) Systematically review the courses in the graduate curriculum for congruence with the purposes and objectives of the master’s program in nursing.
      d) Recommend curricular changes to Faculty Assembly based on changing societal needs and current trends in nursing and nursing education.
      e) Evaluate effectiveness of the curriculum.

   2. Membership
      a) Five (5) College of Nursing faculty members with appointment to the Graduate Faculty. At least two of the faculty members will have regular membership on the Graduate Faculty; programmatic representation will be encouraged.
      b) Members will elect a chair and chair-elect at the final of each year. The committee chair will serve for a two-year term. The chair elect will serve as chair at the end of the chair’s term.
      c) One (1) non-voting graduate student volunteer, and one alternate.
      d) Program Director of the Graduate Program (Ex-officio - voting member).
F. Student Grievance Committee

1. Functions

- Review all grievances filed by students to ensure protection of student rights.
- Provide recommendations to the Dean of the College of Nursing about grievances to ensure that undergraduate and graduate nursing students’ and faculty rights are protected in academic and professional matters.
- Recommend policies and procedures for student grievances.

2. Membership

- Faculty Members:

  (1) Faculty that serve on the Baccalaureate Admission Retention Progression, Graduate Admission Retention Progression will dismiss themselves from the committee if their presence presents a conflict for the student.

Article IX - Standing Committees: (Continued)

2. Seven (7) full-time faculty members shall represent each of the major programs within the College of Nursing, and (3) undergraduate, and (2) graduate.

3. Faculty members have preferably held a nursing faculty position for at least one (1) year, but exceptions will be made in light of areas of interest and availability within the College of Nursing.

4. Administrative faculty who by their position in the College of Nursing may be part of the informal grievance are ineligible for committee membership as well as participation in the formal grievance hearing.

b) Students:

1. Two (4) undergraduate students
2. Two (2) graduate students

G. Baccalaureate Curriculum Committee

1. Functions
a) Develop, monitor, evaluate and recommend undergraduate curricula content.

b) Evaluate the overall curricula for integrity related to the purposes, the philosophy, mission and terminal objectives of the College of Nursing.

c) Evaluate curricula content and processes among courses.

d) Evaluate student clinical settings for congruence with overall program objectives.

e) Recommend curricula changes to faculty based on evaluation, changing societal needs and current trends in nursing and nursing education.

2. Membership

a) The chair is a member of the faculty elected by the College of Nursing committee

b) Faculty (10) to include faculty representative of Community Health, Parent-Child Health, Women’s Health, Mental Health, Adult Health and RN/BSN who have primary responsibility for teaching in the undergraduate program.

c) The Associate Dean of the undergraduate Program (Ex-officio non-voting)

d) Two undergraduate students will be invited to participate on the committee.

Article IX - Standing Committees: (Continued)

H. Undergraduate Student Admission, Retention and Progression Committee

1. Functions

a) Admission

(1) Annually review and recommend criteria for admission of students the CON.

(2) Recommend strategies for enhancing the diversity of the student population.

(3) Assist Admissions Representative in recruitment activities.

(4) Review credentials of applicants to the basic undergraduate, and RN track. Recommend qualified applicants to the Dean of the CON.

(5) Advise Dean of CON regarding the status of the applicant pool.

b) Retention

(1) Develop strategies for retaining admitted students.

(2) Recommend to Faculty Assembly and Dean resources (personnel and material resources) that are required to develop and maintain a successful retention program.
c) Progression
   (1) Recommend to the Faculty Assembly criteria for progression, retention, withdrawal, dismissal and re-admission of students to the CON in conformance with the guidelines of the College and affiliating Universities.
   (2) Monitor the progress of students in the College of Nursing.
   (3) Recommend academic status of students to the Associate Dean for the Undergraduate Program in accordance with CON policies and guidelines.

2. Membership
   a) Membership shall consist of seven faculty with representation from the two undergraduate tracks.
   b) One basic and one RN undergraduate student will be invited to serve as student representatives in relation to committee functions except regarding Functions a-4; c-2 & c-3.
   c) The Associate Dean for the Undergraduate Program will serve as ex-officio member on the committee.
   d) Coordinators and advisors will be invited to participate when deemed necessary by the committee.

Article IX - Standing Committees: (Continued)

I. Undergraduate Student Affairs Committee
   1. Functions
      a) Serve as a forum for student issues and provide guidance for appropriate follow-up and resolution.
      b) Recommend policies, services, and resources that contribute to student life and welfare in the CON.
      c) Review and recommend revision of the Undergraduate Student Handbook to the Associate Dean, Undergraduate Nursing Program.
      d) Facilitate communication between class advisors and the Associate Dean, Undergraduate Nursing Program for information dissemination and class meetings that are held each semester.
      e) Collaborate with the Office of Student Life and the Nursing Alumni Office for integration of undergraduate students into the Medical University of Ohio student experience.
      f) Facilitate student representation for CON standing committees as identified in the Faculty By-Laws.
      g) Support CON admission representatives in student activities.
      h) Serve as liaison between CON Faculty Assembly and students regarding student concerns.
      i) Provide a forum for communication of SNA activities

2. Membership shall consist of:
a) Chairperson who shall be a faculty member
b) Class Advisors to the sophomore, junior, senior, RN to BSN and Nursing Student Association
c) UT/CON Admissions Representative
d) Nursing Advisors at the University of Toledo and Bowling Green State University campuses
e) Student representatives may include:
   Two basic juniors (one each UT, BGSU)
   Two basic seniors (one each UT, BGSU)
   One RN to BSN completion student
   Student Nursing Association President (to serve as co-chair)
f) Associate Dean, Undergraduate Nursing Program – ex-officio member

Originally Adopted 9/5/89
Revised 6/11/90, 12/5/92, 12/5/94, 1/9/95, 6/98, 6/02, 8/02, 6/04, 3/05, 5/06, 3/11
Current organization chart can be viewed on the CON z-drive.
Current position descriptions may viewed on the CON shared z-drive.
CON-03  Section III
CURRICULUM
Faculty are referred to the current University of Toledo College of Nursing Graduate and Undergraduate Student Handbooks for specific information on curriculum.
CON-04   Section IV
POLICIES
A. Prior to signing an initial faculty contract, a faculty candidate must:
   1. hold a current, unencumbered license to practice nursing in the State of Ohio*;
   2. comply with the UT drug screening policy;
   3. obtain a criminal records check through the University of Toledo office of Faculty Affairs;
   4. complete electronic finger printing;
   5. complete all health requirements mandated by the CON no later than the first day of clinical; and
   6. submit names/addresses/phone numbers of two (2) individuals who can speak to the candidate’s qualifications for the position, employment history, and other areas of interest.

B. Hiring of a faculty candidate shall not proceed if:
   1. the candidate does not possess a current, unencumbered license to practice nursing in the State of Ohio*;
   2. the license review and/or criminal records check indicates a felony or reason for pending or possible disciplinary action according to Chapter 4723 of the Ohio Revised Code or Chapter 4723-01 through 4723-023 of the Ohio Administrative Code;
   3. disciplinary action is on record or pending by a Board of Nursing from which candidate holds/held a license to practice professional nursing*; OR
   4. the candidate does not pass the drug screen according to the UT policy.

C. All faculty must:
   1. maintain an active, unencumbered Ohio RN license*;
   2. provide to the Dean’s Office two professional references (see A.6. above) and official transcripts of all academic credit, including degrees, no later than six (6) weeks form the beginning of the initial contract;
   3. provide updated transcripts whenever they complete a program or certificate, or (if they are enrolled in a program or certificate) at least every three years.

*If the position requires a license to practice nursing.
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: OHIO BOARD OF NURSING LICENSURE VERIFICATION POLICY

Rule 4723-4-06 (N) of the Ohio Administrative Code (promulgated from the law regulating the practice of nursing) states:

“A licensed nurse, when functioning in an administrative role, shall assure that adequate procedures are in place and implemented to verify that each nurse or dialysis technician under the nurse administrator has:

(1) A current valid license to practice nursing in Ohio…: and

(2) If applicable, other documents of approval or certification as required by the Board.”

The following procedure will assure that the above regulation is being implemented.

1. Before any contract or letter of agreement is issued, new faculty shall
   a. verify license number* of a current, unencumbered Ohio license to practice as a Registered Nurse as appropriate to the position for which the nurse is hired;
   b. verify a Certificate of Authority to practice as an Advanced Practice Nurse in Ohio, if required; and
   c. documentation of prescriptive authority, if required.

2. The Dean’s Administrative Assistant (or Administrative Secretary, if the AA is not available) will verify each license and required additional documentation no later than the first day of employment.

3. If verification is not validated or if the license is found to be encumbered or not current, the Dean shall terminate the contract or letter of agreement immediately.

4. The Administrative Assistant will maintain a file on anyone who holds a temporary license and will check with the Board of Nursing on the status of the license.

5. If a temporary license has not been converted by the expiration date to a regular license, the Dean’s office will notify the faculty member that the contract or letter of agreement is terminated.

Approved by SON Executive Committee May, 2002; revised February 24, 2005

Revised 10/10
KG, DO
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: PROCEDURE FOR FINGERPRINTING AND CRIMINAL RECORDS CHECKS FOR STUDENTS AND FACULTY

Program Director(PD) for program student is applying for will make arrangements for electronic finger printing service to fingerprint students. Ohio residents for 5 yrs, do BCII; all others do FBI also
BCII provides reports to AD.

PD review report for “No Record.”

PD consult with UT Police Dept if need details about printed reprint.

PDs meets with student if report indicates serious criminal record or probable cause for not obtaining RN license according to Chapter 4723 of the Ohio Revised Code or Chapter 4723-01 through Chapter 4723-23 of the Ohio Administrative Code.

PD secretary makes one copy of report for student (as allowed per law); original is filed in student file after review.

PDs attest to clinical agencies that fingerprints were submitted to BCII. If an agency requires a copy of a student report, students sign a release form to permit duplication. Student provides copy to agency

CON faculty procedure is the same.

7/05
JM, SB
Revised 10/10 KG, DO
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: BACCALAURATE GRADING POLICY

CON-04-005

GRADING POLICIES FOR UNDERGRADUATE COURSES IN THE NURSING MAJOR

In addition to the University requirements, the College of Nursing has the following scholastic requirements.

1. A grade of at least a “C” is necessary for satisfactory completion of all required nursing courses. Grades of less than “C” constitute “failure.” An average grade of 76% or above must be achieved on exams in order to pass a course.

2. The minimum grading scale is A (93-100), B (85-92), C (76-84), D (68-75), F (67 or below). Individual courses may have higher standards which are printed in the course syllabus.

3. Satisfactory achievement of both the theoretical and clinical aspects of the course are required. If a grade of less than “C” is earned in the theory component of required clinical courses, the earned theory grade is recorded for the course and both theory and clinical must be repeated. If a student earns an “Unsatisfactory” in the clinical component of a required clinical course, a grade of “F” is recorded for the course and both theory and clinical must be repeated.

4. All required and pre-requisite courses must be met with a grade of “C” or better prior to entering nursing courses.

5. Students must meet the university requirements of maintaining a minimum semester GPA of 2.00 to retain academic status in the University. Students must maintain a minimum cumulative GPA of a 2.5 to remain in the nursing major.

6. All students with semester GPA below 2.0 are placed on probation the first semester. A GPA below 2.0 the following semester results in dismissal from the CON.

Revised 7/04
Reviewed: 3/11
I. Progression Policy
By midterm or at any time during the semester, when the student has a/an:
- Total theory grade below 76% or,
- Examination average below 76% or,
- Unsatisfactory performance in any of the clinical objectives
the Faculty shall notify, in writing the:
  - Student
  - Course Lead Faculty coordinator  Director of the Undergraduate Program, and
  - Baccalaureate Student Admission, Retention, and Progression (BARP)
  Committee regarding the student’s status

II. Probation Policy
When a student earns a final grade of ‘D’ or ‘F’ in any nursing course, the individual is placed on College of Nursing Probation.

The student will not progress in the nursing major until he/she has developed an action/progression plan in conjunction with the Director of the Undergraduate Program, in consultation with course faculty as appropriate.

The Director of the Undergraduate Program may remove the Probation status:
- after successful completion of the failed course(s), and
- after meeting the requirements of the action/progression plan
W Withdrawal From Courses/After the Electronic Withdrawal Period for Grade of W

Students who decide not to attend, or stop attending any or all classes for which they have registered must drop a course via Self-Service. Specific drop or withdrawal dates are listed on the University’s academic calendar. A withdrawal from a course results in a grade of W on students transcripts. Students may only repeat required courses one time after a grade of W has been earned.

WP Withdraw Pass After the Electronic Withdrawal Period: This grade indicates that the student’s work is satisfactory (grade of C or higher in a graded course), but for legitimate reasons the student is permitted to withdraw from the course. Withdrawal from courses requires the approval of the faculty in the course, the advisor, the Associate Dean of Academic Affairs and the Program Director. The grade WP will be recorded on the grade sheet and entered in the student’s official record, and will not be counted in the GPA.

Students may only repeat required courses one time after a grade of WP has been earned. Students who have a grade of WP in a required course and then earn a grade of C or D for the same course may not repeat this course for a higher grade.

WF Withdraw Failing After the Electronic Withdrawal Period: This grade indicates that the student’s work is unsatisfactory (grade of D or lower in a graded course), but for legitimate reasons the student is permitted to withdraw from the course. WF requires approval of faculty of the course, advisor, the Associate Dean of Academic Affairs and the Program Director. The grade WF will be recorded on the grade sheet and entered in the student’s official record, and will be counted in the GPA.

Student may only repeat required courses one time after a grade of WF has been earned. Students who have a grade of WF in a required course and then earn a grade of C or D for the same course may not repeat this course for a higher grade.
The UT College of Nursing has adopted the Publication Manual of the American Psychological Association, 6th edition, (APA) for written assignments. Students are encouraged to obtain their own copy of the latest edition of the Manual and are required to use it in all writing assignments.
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: ATENDANCE POLICIES

Class Attendance Policy:
Students are expected to attend all classes. Classroom activities are essential to learning and to the application of knowledge. The student is responsible for knowing and meeting all course requirements, including tests, assignments, and class participation as indicated by the course instructor. The responsibility for making up work missed during an absence rests with the student. Students are encouraged to initiate negotiations with the instructor regarding missed work as early as possible.

This policy also applies to courses offered as Web-assisted or totally online. Student attendance means regular participation in online discussions and learning activities as designated by the faculty. Absence from such participation is considered the same as absence from an on-campus class.

Clinical Attendance Policy:
Students must complete all clinical requirements. If a student is unable to attend a scheduled clinical, the student must notify the instructor prior to the clinical time or at the earliest possible time. Students are responsible for contracting with instructors for make-up work. Faculty will notify Associate Dean if student absence exceeds one week in the semester.

Participation in Externship Programs, Work-Study Opportunities, etc:
Students are not excused from scheduled classes, clinical experiences, or examinations because of externship programs, work opportunities, R.O.T.C., or other military commitments, personal commitments, etc. Exceptions made be made at the discretion of the faculty.

Revised 7/04; 12/10
KG, DO
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: GENERAL GUIDELINES FOR STUDENT TIME AWAY FROM CAMPUS CON-04-040

Students are encouraged to attend conferences, workshops, and/or seminars but must obtain approval from their course coordinator and/or clinical instructor.

Overall guidelines for eligibility include:

- Obtain faculty permission a minimum of two (2) weeks prior to attending the meeting.
- Grade of C or higher in course, including satisfactory clinical performance.
- Consult faculty regarding how to meet course/clinical requirements while away.
- Arrangements must be made regarding make-up guidelines prior to attending the conference.
- The student is also advised to meet with faculty member to determine the time and method to share the information obtained at conference with the class and/or clinical group.

Revised 7/04
This policy is intended to outline procedures to be followed in case of State-declared weather emergencies (levels 2 and 3). Procedures to be followed in the event of severe weather not falling into these classifications are a matter to be discussed between faculty, the Associate Dean of Academic Affairs and the student. Please refer to University policy number 3364-25-14: Inclement weather or other emergency/disaster.

Undergraduate students from The University of Toledo and Bowling Green State University attend classes at the UT Health Science Campus.

Because of the complexity of the student body, the Dean of the UT College of Nursing, in rare instances, may need to make a decision to alter class or clinical schedules during times of weather emergencies. The Dean will decide if the weather conditions necessitate either cancellation or delay of academic classes, including clinical classes, at the main UT Health Science campus or at any of the outlying campuses.

Cancellation of classes taken at the UT College of Nursing is a process separate from that made by The University of Toledo or Bowling Green State University.

The following procedures will be followed:

**Classes:**

1. When the decision is made to cancel classes, this information will be placed as quickly as is possible as an outgoing message on the general College of Nursing phone number, 383-5800. (see addendum for procedure)

2. In the event that a weather emergency has been declared in a county outside of Lucas County, classes will be held on the UT Health Science campus as scheduled. It is understood that students residing in counties in which a weather emergency Level 2 or 3 has been declared may not commute to class.

3. Information from classes held at the main campus, but not attended by students outside Lucas County due to weather emergencies, will be provided by the faculty involved to those students in a way deemed appropriate by the faculty member in collaboration with the appropriate Associate Dean.

4. In the event of a weather emergency Level 2 or 3 in Lucas County, classes on the main campus may be cancelled or delayed.
5. Decisions about cancellation or delay of classes in outlying communities will be made by the faculty in consultation with the appropriate Associate Dean of Academic Affairs and will be conveyed to the involved students.

6. Exceptions to the above guidelines should only be made by faculty after consultation with the Associate Dean of Academic Affairs.

7. This information may be placed on faculty group e-mail.

8. Faculty will be notified through a department phone tree or similar process developed collaboratively within the faculty department structure.

9. Faculty are encouraged to place this announcement on office voice mail.

**Clinical:**

1. The guidelines as stated above will be similarly followed.

2. When a student is unable to commute to a clinical experience due to individual weather circumstances, it is the student's responsibility to notify the faculty member by phone. If the faculty member cannot be reached, the student is then responsible for leaving a message for the faculty member at the clinical agency.

3. In the rare circumstance in which a clinical session must be cancelled due to weather, it is the responsibility of the faculty member to notify the clinical agency.

**Staff - non salaried:**

1. Weather emergencies may make it impossible for some employees to get to work. These employees must notify their supervisors by phone as soon as a decision has been made.

2. If the College of Nursing is closed due to severe weather conditions, employees will be notified by their supervisor through a method previously devised and approved by both.

3. Compensation for hourly employees will follow the Medical University of Ohio, Policy No. 05-058.

**Definitions:**

Snow Emergency Level 1: Travel with caution.
Level 2: Hazardous weather conditions. Only travel if absolutely necessary.
Level 3: Emergency vehicles only. Law enforcement officers will fine travelers.

Employees are also encouraged to listen to local radio and TV stations for weather and travel advisories.
Addendum:

How to Change Phone Message From Outside UT Campus
1. Dial 383-5100
2. Enter your password.
3. At the prompt, press 3
4. At the next prompt, press 1 (personal options)
5. At the next prompt, press 2 to record new message.
6. Press 2 to save new message (or 6 to review message).
   If you are not satisfied with your message, press 2 again to re-record.

Effective Date: 12/6/99
Revised 7/04; 3/11 KG, DO
The University of Toledo College of Nursing believes that professionalism begins with appearance and attire. In striving to uphold a high professional standard, this policy addresses UT student nurse clinical clothing requirements. The values of asepsis, client safety, and client sensitivity are also incorporated into the UT Student Nurse Uniform Policy.

Acute care and clinic settings: Each student will wear the designated UT student nurse uniform that includes top, pants, and lab coat. The uniform is to be clean and wrinkle free. Exceptions are units where scrub attire is required. Shoes must be leather, all white, and have a closed back. White socks or hose must be worn; undergarments must be white or beige.

Clinical experiences outside acute care and clinics: Professional attire with designated UT student nurse lab coat. Appropriate female professional apparel is a skirt or pant with top, or a dress that is at least knee length. Appropriate male professional garments include trousers and shirt with a collar. Jeans, denim, spandex, sweatshirts, or t-shirts are not acceptable. Shoes must have a closed back; sandals or clogs are not allowed.

The UT nametag is required at all times.

Hair needs to be a “natural” color; such hair colors as burgundy, purple, or green are not acceptable. If hair is longer than collar length, it must be secured up (back) with a band or clip. Hair must be clean. Men must be clean shaven or facial hair be neatly trimmed and clean (moustache, beard, goatee).

Students with pierced ears may wear one (1) small post type earring per ear. Students with body and head piercings cannot wear rings or studs while in the clinical setting.

One band style ring may be worn per hand. Bracelets and necklaces are prohibited.

Tattoos must be covered while in the clinical setting.

Nails should be short and neat with clear, if any, polish. Artificial nails are not allowed.

Chewing gum is not allowed. Avoid wearing perfume, after shave, or fragrant lotions; if worn the smell should be very subtle.

Students must arrive at clinical prepared with the proper equipment including stethoscope, watch with second hand, scissors, hemostat, penlight, and other required items specified in the course syllabus or workbook.
Faculty reserve the right to inform a student if he/she is not in appearance and attire in keeping with the Student Uniform policy. The student may be asked to leave the clinical experience if not in keeping with the Policy.

May, 2001
Revised 7/04
Reviewed 3/11; KG, DO
FOR UT Undergraduate and Graduate Students

University Health Services is a “walk-in” clinic; appointments are required for physical and well-woman exams. Services available include acute illness care, physical exams, prescription medications, mental health and counseling services, allergy injections, immunizations for health requirements, travel immunizations for clerkships, occupational exposure follow-up care, well woman care, and routine contraceptive care. BGSU student health services are available on the BGSU campus.

Emergency Services:
If students have a medical emergency (i.e. any illness or injury you believe is life threatening) they SHOULD NOT GO TO STUDENT HEALTH SERVICE. If on campus, have someone pick up the nearest RED phone and notify the operator. If off campus, call 911 OR be taken to the NEAREST emergency department. Cost incurred through these visits must be borne by the student’s health insurance or the student.

Occupational Exposures:
Students should always notify University Health Services and the CON clinical instructor in the event of an occupational exposure to blood or body fluids. A student who experiences an occupational exposure during evening hours or weekends should contact the Student Health Services physician for questions and follow-up care. Contact the UT operator (383-4000) and ask her to page the physician on-call for student health services. An CON occurrence report should be completed and submitted to the Program Director.

NOTES: Students are required to carry health insurance. Students are responsible for all fees not covered by their health insurance.

Refer to the CON Undergraduate and Graduate Student Handbooks for specific information about student health services.

Revised 7/04, 8/05; 3/11
KG, DO
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: STUDENT RECORD RETENTION PLAN

1. Records of currently enrolled students are kept in the College of Nursing. These records include:
   - application for admission
   - clinical evaluations
   - release forms
   - correspondence
   - reference letters
   - copies of academic records *

2. Records of graduates of the past year are kept in the College of Nursing. These records include:
   - application for admission
   - clinical evaluations
   - release forms
   - correspondence
   - reference letters
   - final transcripts

3. Records of graduates of more than one year are boxed, clearly marked, and sent to archives at Health Science Campus for permanent storage. These records can be retrieved within one week if necessary. Records permanently stored include:
   - application for admission
   - copy of final academic record
   - clinical evaluations
   - correspondence
   - release forms
   - reference letters

* Official undergraduate transcripts and official academic records are kept at the university where the student is registered (BGSU or UT).

Revised 7/04; 3/11
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject:  FACULTY TUITION WAIVER POLICY  CON-04-061

For current policy, faculty are referred to:

http://www.utoledo.edu/policies/administration/humanresources/pdfs/3364_25_35.pdf
CON-05  Section V

FACULTY AND STUDENT RESOURCES
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: FACILITIES/SERVICES

---

**Offices of the College of Nursing:**
Administrative and faculty offices are located in the Collier Building.

**Clinical Facilities:**
Students have experiences in a variety of health care agencies in Toledo and surrounding counties depending upon the objectives of the particular course. New or alternative experience sites are added as appropriate.

While assigned to Clinical Field Agencies, students will not be considered employees of the agency and will not be covered by any Social Security, worker’s compensation, or malpractice insurance policy of the Agency. Each student is required to carry individual professional liability insurance. Students will abide by existing clinical rules and regulations of the Clinical Field Agency while assigned to the Clinical Field Agency.

**Learning Resource Center:**
Learning occurs through observation, demonstration, simulation, and practice. Learning is facilitated by providing materials and services to the students and faculty.

Students may utilize the resources any time the lab is open. The staff are available to provide assistance on an individualized basis as well as for small groups. Since students learn at different rates, personal responsibility and self-pacing in the learning process is extremely important.

The Learning Resource Center is available to students and faculty of UT for review of relevant media to practice technical and physical assessment skills and to measure acquisition of selected cognitive and psychomotor skills. The Center is staffed by qualified RN’s and work-study students. Activities are coordinated by the Director of Instructional Services.

**Guidelines for faculty regarding use of the Learning Resource Center (LRC), media programs and equipment:**

1. Faculty who require students to view media as a course assignment should submit a written list of such media one week prior to the beginning of each semester.

2. Faculty may use the classroom, the media laboratory and the skills practice areas. Since space is limited, it is essential that appointments be made in advance for group activities in each specific area.

3. Faculty may refer to the media catalog for a listing of available media and may obtain such media by using the call numbers listed in the catalog.
4. Faculty may borrow media programs for a short period of time (maximum of three days) if it is not currently assigned for student use. Students have first priority. All requests must be sent to the Director of Instructional Services in writing.

5. Requests for media preview and/or purchase must be sent to the Director of Instructional Services in writing.

6. All media returned late is assessed a charge of $1.00 per day per item.

**Libraries:**
The Mulford Health Science Library is located on the fourth, fifth and sixth floors. The Library is closed on holidays and special hours are arranged for holiday weekends. A different schedule exists for summer. Books are checked out for a four-week period but may be renewed by calling the circulation department (419-383-4225).

Nursing students are required to use a variety of references other than their textbooks. Required and enrichment readings are listed in course syllabi. Resources may be found in The University of Toledo Library, the Math-Science and Main Libraries in Bowling Green, and at Firelands College. Nursing students have full lending privileges at the Health Science Campus Library. UT retains the major nursing journal holdings, as well as reference books, for all UT nursing programs.

Defacing or stealing library materials is classified by law as a third degree misdemeanor. According to the Ohio Revised Code, Section 2909.07, “persons caught tampering with the property of another or interference with the use . . . of the property of another may be prosecuted.” Such conduct could lead to dismissal.

Revised 7/04; 3/11

KG, DO
The Academic Enrichment Center is a collection of services and programs designed to help students reach academic goals. Individualized small groups, course specific or general academic assistance is available. Appointments can be arranged by calling 419-383-6118.

Revised 7/04
Reviewed 3/11 KG, DO
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: OFFICE OF NURSING RESEARCH AND EVALUATION

Please refer to Office of Nursing Research and Evaluation (ONRE) website:

http://www.utoledo.edu/nursing/research.html
1. All current faculty records are kept in the Office of the Dean of the College of Nursing. Documents kept in these files include:
   - Correspondence
   - References
   - Transcripts
   - Letters of application
   - Evaluations
   - Curriculum vitae

2. All past faculty records are maintained in archives and may be accessed as needed.

4/1996
Revised 11/2000, 7/04
Reviewed: 3/11 KG, DO
CON-06  Section VI

COPYRIGHT
Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic and certain other intellectual works. This protection is available to both published and unpublished works. For current copyright information refer to: http://www.copyright.gov/

The University of Toledo Research and Grants Administration website identifies resources about copyright and “fair use”
http://www.utoledo.edu/policies/academic/research/pdfs/3364_70_14_Copyright_policy.pdf

Revised 3/11
KG, DO
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: SUMMARY OF COPYRIGHT AND EDUCATIONAL USE

Conditions for Copying Without Permission:

- The distribution of the same photocopied material must not occur every semester or for more than one course in the College.
- Only one copy can be distributed for each student and must become the property of the student.
- The material must include a copyright notice on the first page of the portion of the material copied.
- The students must not be assessed any fee beyond the actual cost of photocopying.
- The materials copied must comply with the standards of BREVITY and SPONTANEITY.

Conditions for Copying Which Require Permission:

- Repetitive copying: When copied materials are used in multiple courses or for successive years.
- Copying for profit: When students are charged more than the cost of the copying.
- Consumable works: When works such as workbooks, answer sheets and test booklets are copied.
- Anthologies: When materials are copied to form an anthology or compilation.

3/94
Reviewed 3/11
KG, DO
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: **REQUEST TO DUPLICATE COPYRIGHTED MATERIAL** CON-06-015

---

**TO:**

Date: ____________________________

Firm: ____________________________

Address: __________________________

---

**FROM:**

School/District: _____________________________________________________________

Department: ________________________________________________________________

Telephone: _______________________________

Person Making Request: ____________________________  Title: _______________________

We are requesting authorization to duplicate the following copyrighted material:

- **Title:** ________________________________________________________________
- **Author:** ______________________________________________________________
- **Subject:** ______________________________________________________________
- **Medium:** ______________________________________________________________
- **Rationale:** ______________________________________________________________

---

Number of copies to be made: __________________________________________________

Copy medium: ______________________________________________________________

Use of Copies: ______________________________________________________________

Anticipated date of first use: ________________________________________________

Distribution of copies: _______________________________________________________

---

**PRODUCER REPLY:**

Permission: ___ granted  ____ denied

Details/Restrictions: __________________________________________________________

---

Signature: ___________________________________________________________________

Title: ____________________________ Date: ____________________________
University of Toledo Policy #02-003 on Scientific Misconduct in Research requires “that all authors named on a collaborative study accept full responsibility for the work published or at least for the portion of the research for which they were responsible.”

Following the general principle given in the UT Policy, the faculty of the College of Nursing has endorsed the statement on authorship reproduced on the following page. The statement provides guidelines for faculty and students in specifying authorship, using the “Authorship Agreement” for manuscripts submitted for publication.

The “Authorship Agreement” is a written contract for authorship for manuscripts submitted for publication that are generated by more than one author, including those that are developed from student work (papers, projects, theses). “Authorship Agreement” forms are available from the secretaries for the undergraduate and graduate programs in the College of Nursing.

Procedures for student/faculty co-authored manuscripts:

1. The student(s) and faculty (including committee members, as appropriate to the work) confer in a timely manner with respect to participation in the development of a manuscript to be submitted for publication or presentation (paper or poster) and come to consensus regarding authorship.

2. After decisions are made, the “Agreement on Authorship” form is completed and signed, with copies distributed to all authors, student file(s), and the associate dean of the program in which the student is enrolled. Note that the agreement may be adapted for research, or other major project or paper, leading to a degree when the wording within the parentheses is retained.

3. Students have the professional responsibility to submit a manuscript for publication which will contribute to the body of knowledge in nursing. Graduates have the responsibility of notifying the College of Nursing regarding the status of the work with respect to publication or presentation. Therefore, if students/graduates do not submit the manuscript for publication or present the findings of the project or research within one year of the completion of the work and the faculty advisor deems the work to be of merit, the faculty advisor named on the “Authorship Agreement” has the prerogative to determine the authorship for submission of the manuscript.
**THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING**

Subject: Commentary

---

**Guidelines for Nurse Authors and Editors**

**PURPOSE:** The following two statements were presented by the authors on August 18, 1993, at the annual meeting of the International Academy of Nursing Editors in Edmonton, Alberta, Canada. Following discussion, both statements were endorsed by the editors in attendance. The statements are intended for use as a guide and to educate authors and editors about authorship and fraudulent publication. The statements are not covered by copyright and may be copied or reprinted without permission so long as their use is not for profit.

**Authorship**

| Authors and editors share the common goals of communicating valid and useful information within a community of scholars and contributing albeit indirectly, to the improvement of society. Authorship has complex ethical ramifications. The public and the scientific community must feel confident that what is published is accurate and those who write it are believable. A manuscript is a creative achievement to which each author ought to have made a substantial intellectual contribution. This includes but is not limited to conception and design, substantive and critical suggestion and advice, data analysis (where applicable) and writing (Friesinger, 1987). Taking credit for a work carries with it the burden of being responsible for its accuracy. This is to avoid diluting its value, authorship should not be assigned as a gesture of friendship, a courtesy, a gift or a reward (Berk, 1989). Those whose contribution is limited to laboratory or departmental sponsorship, financial support, technical assistance, giving advice or collecting data can be acknowledged, (with their consent) but they are not authors. To an extent, the acceptance of a manuscript for publication task falls to the author(s). Further, the order of authorship must be negotiated by the principals (Riesenber & Lundberg, 1990).
| Even though authorship criteria can never be explicit enough to eliminate personal interpretation, guidelines can provide information to assist manuscript writers and editors in its definition.
| a) An author is a person who contributes significantly in conception and design, critical suggestion and advice, data analysis, (where applicable), and the writing of a manuscript.
| b) A person whose contribution is limited to laboratory or departmental sponsorship, financial support, technical assistance, advice of a non-critical nature or data collection may be acknowledged (if she/he consents) but is not an author.
| a) Decision about author order must be decided by the principals and should be done early in the production of the work. (Order can be reassessed if contributions change as the task.
| 2. All authors should review the final submitted version of the manuscript and be publicly accountable for its content and conclusions (Huth, 1986).
| 3. Authors should notify the editor if they have published or submitted elsewhere for publication the same or a substantially similar manuscript if a transfer of copyright is involved.
| 4. All authors should sign the letter of transmittal and copyright release form. (It is not sufficient for one author to do so on behalf of all authors).
| 5. An editor can request written documentation of each author’s contribution.
| 6. Authors should be prepared to produce original data supporting their contribution upon request (Lundberg & Flanagan, 1989).
| 7. Group authorship is acceptable so long as all designed (for instance, project coordinator, project designer and planner, generator of data, data analyzer, drafter of manuscript, critical reviewer and other [to be specified]) (International Committee of Medical Journal Editors, 1985).

**References**

Lundberg, G., & Flanagan, A. New requirements for a Signed statements of aut responsibility and fi disclosure. JAMA, 262, 200
is an act of faith. The editor cannot be responsible for determining the legitimacy of authorship (Lee, 1991). This

<table>
<thead>
<tr>
<th>progresses) (Riesenber &amp; Lundberg, 1990).</th>
<th>members of the group meet the criteria for authorship as outlined in this paper (Glass, 1992).</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) The first author is the person who contributes the most to the work</td>
<td>a. For research manuscripts, the specific contribution of each investigator should be</td>
</tr>
</tbody>
</table>
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: AUTHORSHIP AGREEMENT

The guidelines for authorship on any publication or presentation, poster or paper, resulting from a capstone research option:

(and carried out for fulfillment of the requirements for the _________ degree) are consistent with the guidelines given in the College of Nursing Policy on Authorship as follows.

The investigator or primary author of the project (student), _____________________ will retain first authorship on all written or oral presentations (with one exception for a student as first author).

(Except in cases of a student designated as first author: if the student (or graduate) does not submit the manuscript for publication or present the findings of the project or research within one year of the completion of the work and the faculty advisor deems the work to be of merit, the faculty advisor named here ____________________________ has the prerogative to determine authorship for submission of the manuscript.)

Second authorship is reserved for the person who has made significant contributions to one or more of the following: conception of the idea and design of the project; analysis and interpretation of the data; and writing of the manuscript.

Third authorship and so forth are normally reserved for other advisors and consultants depending upon their contributions to the research or other project and the manuscript.

First Author __________________________________________________________

Typed name ______________________________ Signature __________________ Date __________

Second Author __________________________________________________________

Typed name ______________________________ Signature __________________ Date __________

Third Author __________________________________________________________

Typed name ______________________________ Signature __________________ Date __________

Fourth Author _________________________________________________________

Typed name ______________________________ Signature __________________ Date __________

cc: (Student file(s))
All authors
Office of the Associate Dean (undergraduate or graduate program)

CON-07  Section VII

GENERAL INFORMATION
Items may be placed on Reserve through The Library Circulation Department

Refer to: http://www.utoledo/library/mulford

Work must be submitted to department secretaries for the department in which the faculty is assigned. Reasonable time needs to be allowed in view of the number of faculty submitting requests. Priorities are dependent upon the nature of the work.

Revised 3/11

Photocopy equipment is available for use by the faculty for a small number of copies. A large volume (20 or more copies) should be submitted to the Print Shop through the department secretary. For printing workbooks or syllabi see department.

Revised 7/04
Revised 3/11

Regular classroom assignments are made in advance by the Program Secretaries. To reserve classrooms/seminar rooms for special purposes, see the Department Chair Secretary. To reserve Collier Building classrooms 0401 and 0403, contact the department secretary.

Revised 8/07; 3/11
Subject: **POLICY FOR USING COLLIER BUILDING CONFERENCE ROOMS 2111, 3107 & 4304**

Preface:
Conference rooms are intended to be used for conferences, ad hoc meetings, and other short-term gatherings; they are not intended to serve as classrooms. Faculty are encouraged to schedule small classrooms on second and third floors for post-conferences and other caucuses.

Policy:
The 4\textsuperscript{th} floor conference room (4303) is available for faculty use only; not open for classes or other student-related groups. Must be scheduled through Department Secretaries.

2\textsuperscript{nd} and 3\textsuperscript{rd} floor conference rooms (2111 and 3107): Faculty have priority for CON meetings. Conference rooms must be scheduled through Department Secretaries. If not scheduled, faculty have first-come, first-served availability. Faculty may schedule 2\textsuperscript{nd} and 3\textsuperscript{rd} floor conference rooms for student use only after pursuing regular classroom scheduling through usual UT room scheduler and then will not be scheduled for an entire semester.

Reviewed 3/11

Subject: **HEALTH SERVICES**

In the event of illness or accidents, the Emergency Department is available. Occurrence reports may be required depending on the nature of the problem. The College of Nursing Dean’s office must be notified.

Revised 7/04, 8/05; 3/11 KG, DO

Subject: **OFFICE SUPPLIES**

Office supplies are available for faculty through department secretaries.

Revised 7/04; 3/11 KG, DO

Subject: **FACULTY MAIL/PHONE MESSAGES**

Each faculty member is provided with a mailbox on the fourth floor of Collier Building, an email account and an institutional email address. Phone messages can be left on voice mail.

Revised 7/04
Reviewed 3/11 KG, DO
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: PAYCHECKS

Faculty are paid every two weeks on Fridays. Checks are deposited directly to personal bank accounts and pay stubs can be reviewed the faculty UTAD account.

Revised 7/04, 3/11
KG, DO

Subject: OFFICE HOURS

Faculty should post office hours each week. The expectation is 4 hours for full-time faculty and 2 hours for part-time faculty. Faculty schedule forms are available on the common z-drive or by contacting the department secretary.

Revised 7/04, 7/11
KG, DO

Subject: EMERGENCY CALL LISTS

Faculty are advised to compile a call tree with their phone number/email and those of each student in the clinical group/course. This list is to be used in case of the College closing due to inclement weather, cancellation of clinical experience or other emergency situations.

Revised 7/04

Subject: PARKING

Faculty members obtain a parking sticker from Rocket Solutions located on Main Campus at the beginning of each academic year. If parking a car other than the registered vehicle or seeking parking facilities for guests, obtain a special parking permit in advance from Rocket Solutions on main campus.

Revised 7/04, 8/05, 3/11
KG, DO
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: COMMENCEMENT/CONVOCATION

Faculty attendance is expected at official University of Toledo functions throughout the year. Nursing faculty attend the convocation ceremony for the graduating nursing students at the end of Fall and Spring semesters. Faculty are also expected to attend UT graduation in academic regalia.

Revised 7/04, 3/11
KG, DO

Subject: OUTGOING MAIL

Outgoing mail may be placed in the Nursing Administration Workroom Room 4421 for pick-up. This includes regular mail as well as interdepartmental/interoffice mail. Correspondence with St. Vincent Mercy Medical Center and the Northcoast Behavioral Healthcare System, Mercy and Toledo Hospitals is handled as interoffice mail.

Revised 8/05; 3/11
KG, DO

Subject: FACULTY SCHEDULES

Each faculty member should complete a schedule at the beginning of each semester with pertinent information for use in case of emergency situations. The form should be sent to the Department Secretary and the Dean’s office.

Revised 7/04
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: STUDENTS’ RIGHTS OF PRIVACY

Faculty are cautioned that access to or release of any information about students must comply with the requirements of the Family Educational Rights and Privacy Act. The UT College of Nursing shall refrain from releasing student information protected by FERPA.

Subject: REPORTING ABSENCES

If unable to attend scheduled classes, clinical experience or meetings, notify College of Nursing Department Chair secretary, course coordinator and unit manager or other appropriate persons.

Revised 7/04

Subject: SAFETY AND SECURITY

Contact the dispatcher in the safety and security office (ext. 2600) to have a scheduled classroom unlocked or to gain access when a building is closed. Call 2600 for lost and found; to report vehicular or other type accident on the UT campus; to seek personal protection; to report theft, suspicious behavior or other pertinent problems. Purses should be kept with the individual or locked up. It is advisable to keep files and desks locked when not in the office.

Revised 7/04; 3/11
KG, DO

Subject: EXAMINATIONS

Written examinations are duplicated in the print shop. For security purposes, examinations will not be delivered to or from the print shop via inter-office mail. Faculty may arrange, through the department secretary for pick up and delivery with a minimum of 24 hours notice. Past examinations are shredded. Electronic exams should be submitted to department secretary for formatting and uploading in ample time. All exam materials should be secured in locked files in faculty office or department secretary office.

Revised 7/04, 3/11
KG, DO.
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: COURSE WORKBOOKS

Course Workbooks must be submitted for typing to the Department Secretary by the established deadline.

**Deadlines for Materials:**

- at least 4 weeks prior to the start of the semester if permission to copy is **not required** (non-copyrighted materials).

- at least 6 weeks prior to start of the semester if permission to copy is **required** and the printer is expected to seek permission.

Revised 7/04

Subject: TEXTBOOK ORDERS

All textbook orders for the UT Bookstore and desk copies for faculty are to be processed as follows:

Instructions regarding book orders are to be communicated in writing to the Department Secretary.

A textbook order form is to be completed by the faculty member to include the following information:

1. Title, author, publisher and edition, if pertinent
2. Specify “recommended” or “required.”
3. List all books that are currently required and state which books, if any, were previously required in a class prior to the present one.
4. Program (BSN, RN/BSN, CNL, MSN, DNP)
5. Course section

Revised 7/04; 3/11 KG, DO
Faculty are expected to convene at all classes and clinicals for which they are assigned. When time away during regularly scheduled class periods is approved, it is the responsibility of the faculty member to secure appropriate coverage. In general, it is not acceptable that class or clinical is cancelled; however, faculty may exercise judgment in making responsible provisions for student learning by alternate experiences or assignments.

When a faculty member is away for three days or more, s/he must submit to the Dean documentation that the absence and appropriate arrangements have been made by the faculty member. Faculty with 10-month or less appointments do not accrue vacation time; therefore vacations cannot be scheduled during the academic year.

The goal in this process is to maintain accountability to students for the learning process and to provide flexibility for faculty to be absent for professional reasons. The willingness of faculty to “cover” for each other is what ultimately ensures that this flexibility can be accomplished without jeopardizing the students’ learning. In all instances, the appropriate Associate Dean, the Department Chair and the Course Coordinator should be notified of anticipated absences.

Subject: REIMBURSEMENT FOR TRAVEL INCURRED BY OFF-CAMPUS TEACHING ASSIGNMENTS

Faculty requests for travel reimbursement will be considered by the Department Chair on an individual basis.

Reimbursement may be provided under the following circumstances:

If a clinical agency is located more than 30 miles from UT, faculty reimbursement will be provided.

Travel between the faculty member’s home and the campus to which the faculty member is assigned is not reimbursable.

Forms to be completed requesting reimbursement may be obtained from the Secretary to the Department Chairs and Faculty.
Decisions regarding the amount of funding to be allocated to a faculty member will be made by the Department Chairs based upon budgetary considerations and the potential benefit to the College of Nursing. In all instances, the University of Toledo policy will be in effect. Full-time faculty members will be given priority in the allocation of travel funds.

Travel allocated for presentations will be prioritized as follows:

1. Presentation of a peer-reviewed or invited paper at a national or international professional conference.
2. Presentation of a peer-reviewed poster at a national or international professional conference.
3. Presentation of a paper at a state or regional professional conference.
4. Presentation of a peer-reviewed poster at a state or regional professional conference.
5. Attendance at a professional conference.

A REQUEST FOR FINANCIAL SUPPORT TO ATTEND A CONFERENCE form, available on the common drive, must be submitted to the Department Chair for approval. When airline travel funds are allocated by UT, reservations must be made via the Dean’s Administrative Assistant.

The Secretary to the Department Chairs and Faculty will prepare TRAVEL EXPENSE REPORT forms for financial approval. Forms should be turned in at the end of each month.
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: REQUEST FOR FINANCIAL SUPPORT TO ATTEND A CONFERENCE FORM

Request form for financial support to attend a conference may be obtained on the CON z-drive.
Revised 7/04
Introduction

Responsibility for investigation of new sites for clinical experiences for students rests with the faculty. The following guidelines are provided to assist faculty in investigating and recommending sites for clinical experiences for students.

Criteria for Selection of Clinical Agencies

1. Mission, philosophy and purposes of the clinical agency are compatible with those of the College of Nursing.
2. Faculty can retain overall responsibility for student education (e.g. client/patient assignment, learning experiences, evaluation).
3. Environment is conducive to student learning. (Students can achieve their learning objectives within the setting).
4. Agency is approved by appropriate accrediting bodies.
5. Role models and/or qualified preceptors are available as appropriate to the learning experience.
6. Current and updated manuals of policies and procedures are available for faculty and student use.
7. Necessary resources are available for student learning (including conference area and reference materials, etc.).
8. Physical space and equipment are adequate to accommodate students.
9. Patients /clients are sufficient in number, type and diversity to meet the clinical experience objectives.
10. Dining, parking and dressing facilities are available, as appropriate.
11. Health care arrangements can be made for emergencies.
**Points for Discussion With the Agency**

The following areas should be clarified with the agency:

1. Course objectives
2. Roles and responsibilities of the College of Nursing faculty and the agency staff in relation to the educational activities to take place in the agency
3. Faculty presence and/or availability / accessibility during the students’ clinical experiences
4. Maximum number of student to be accommodated at one time
5. Dates and times planned for clinical experiences
6. Conduct and timing of evaluations of the clinical experiences
7. Provision of resources needed for clinical learning
8. Required orientations for students and faculty
9. Health requirements for students and faculty

**Contact Process**

1. Faculty visit the agency, discuss the needs of the College and requirements of the agency, keeping in mind the guidelines for selection of an agency.
2. Faculty complete a contract information form
3. The Secretary, primary care department prepares the contract.
4. Copies of the contract, with cover letters are sent to the agency for signature.
5. The agency retains a signed copy and returns two copies to the College of Nursing.
6. Undergraduate Program Contacts are filled in the undergraduate program office records room.

Revised 11/95, 7/97, 7/04
CON-08  Section VIII

EVALUATION PROCESS AND FORMS
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: TEACHING AND COURSE EVALUATION PROCESSING PROCEDURE CON-08-005

SCHEDULE OF EVALUATION DISTRIBUTION:

Each course will be evaluated each time it is taught. All CON courses have online evaluation of teaching effectiveness, course evaluation and clinical site evaluation. Students should be encouraged to complete online evaluations.

COMPLETED EVALUATIONS:

The office of Research and Evaluation maintains course and teaching evaluation data. At the end of each semester, evaluations results are sent to faculty and department chairs. Evaluations with programmatic concerns should be forwarded to Associate Dean of Academic Affairs.

Routing of PRECEPTOR EVALUATIONS: Preceptor evaluations are reviewed by course coordinated and routed to Department Chairs if necessary.
Example of a clinical site evaluation.
Ratings are: SD (Strongly Disagree) D (Disagree) A (Agree) SA (Strongly Agree) NA (Not Applicable)

<table>
<thead>
<tr>
<th>This clinical site:</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>o The mission, philosophy and purposes of the clinical agency/unit are</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>compatible with those of the College of Nursing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o The environment is conducive to student learning.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>o Communication is open and facilitates patient care.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>o Professional staff members and/or qualified preceptors serve as role</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>models and are available to assist students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Support staff are helpful to students and faculty.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>o Necessary resources (e.g., PDR, reference materials, supplies patient</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>education materials) are available for student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Current policy and procedure manuals are available for student use.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>o Physical space and equipment are adequate to accommodate students.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>o Patients/clients are sufficient in number, type and diversity to meet</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>the clinical experience objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Patient/client records are available for teaching purposes.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>o Parking, dining and dressing facilities are available, as needed.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
</tbody>
</table>

Evaluation forms are available online.
Contact ONRE Word Processing Specialist III
Collier Building, Room 4307
Phone: Ext. 5826
General Comments

- List ways this clinical agency/unit provides valuable learning experiences.

- List areas in which this clinical agency/unit could improve to facilitate optimal student learning.

- Do the benefits of this clinical agency outweigh its limitations?
  - Yes
  - No

- Do you recommend this clinical agency/unit for other students?
  - Yes
  - No

Why or why not?
## STUDENT EVALUATION OF COURSE

**Example of Course Evaluation**

**Ratings are: SD (Strongly Disagree) D (Disagree) A (Agree) SA (Strongly Agree) NA (Not Applicable)**

<table>
<thead>
<tr>
<th>This course:</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Established objectives that were met as stated in the syllabus.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>2. Established requirements that were clearly defined in writing.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>3. Was organized, clear and meaningful.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>4. Stimulated my interest in the subject matter.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>5. Expanded my knowledge about the subject.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>6. Provided information that built on my previous knowledge.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>7. Had assigned readings that were relevant.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>8. Had examinations that reflected the important aspects of the course.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>10. Demanded a workload that was appropriate for the credit hours.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>11. Included useful learning resources (textbooks, readings, media, or</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>instructional materials).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Provided learning activities that complemented course learning objectives.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>13. Provided syllabus and workbook information that facilitated learning.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>14. Helped me to develop skill in expressing myself orally.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>15. Helped me to develop skill in expressing myself in writing.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>16. Enhanced my ability to think critically and use problem-solving skills.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>17. Has been/will be valuable to me.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>18. Was supported by adequate library resources for me to meet course</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If this is a Clinical Course:**

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. The theory was well coordinated with the clinical aspect of the course.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>20. I used the theory content while practicing in the clinical setting.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
</tbody>
</table>
STUDENT EVALUATION OF COURSE

Ratings are:  SD (Strongly Disagree)  D (Disagree)  A (Agree)  SA (Strongly Agree)  NA (Not Applicable)

If this is an Online Course or included any online component:

21. Orientation to the online format was satisfactory.  
   Support services provided by the HELP DESK were adequate.  
   
22. 

23. Online visual presentation of the course enhanced learning.  

24. Audio content in the course was audible.  

25. Academic Intranet was available whenever I logged on.  

26. Online discussion contributed to my learning.  

27. Opportunities were provided to ask questions and express differing opinions.  

28. Feedback from other students enhanced my learning.  

29. Navigation through the course material was satisfactory.  

30. Online format for this educational experience was satisfactory.  

Open Ended Responses:

31. What were the strengths of this course?  

32. What were the limitations of this course?  

33. What suggestions do you have for the course?  

34. Other comments:
# UNIVERSITY OF TOLEDO SCHOOL OF NURSING
## STUDENT EVALUATION OF PRECEPTOR

<table>
<thead>
<tr>
<th>The preceptor:</th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintains effective working relationships with all members of the health care team.</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>2. Uses effective verbal and written communication skills.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>3. Assists the student to develop critical thinking, decision making, and clinical management skills appropriate to the situation when working with patients, families, and groups.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>4. Reviews nursing role components that may be new to the student.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>5. Assists the student in phases of role assumption and socialization.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>6. Assists the student in development of collaborative care delivery.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>7. Allows the students to develop independence in the practice role.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>9. Sets mutually agreeable learning objectives with the student that are consistent with course objectives.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>10. Demonstrates teaching methods conducive to student learning.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>11. Acknowledges the student’s learning style.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>12. Plans learning experiences with the student to meet learning and course needs.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
<tr>
<td>13. Encourages the student to discuss health policy and organization issues.</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
<td>◇</td>
</tr>
</tbody>
</table>

Please continue
General Comments

14. List ways this preceptor provides valuable learning experiences.

15. List ways in which this preceptor could improve to provide optimal student learning.

16. Would you recommend this clinical site and this preceptor for other students?
   ☑ Yes  ☐ No

Why or why not?
STUDENT EVALUATION OF TEACHING EFFECTIVENESS

Course #: ______  Faculty #: ______  Semester: Fall  Spring  Summer  Year: ______

Ratings are: SD (Strongly Disagree) D (Disagree) A (Agree) SA (Strongly Agree) NA (Not Applicable)

Critical Thinking:
1. Encourages critical thinking and analysis.  SD  D  A  SA  NA
2. Assists in developing reasoning skills.  SD  D  A  SA  NA
3. Helps develop an attitude of inquiry.  SD  D  A  SA  NA
4. Helps identify underlying assumptions.  SD  D  A  SA  NA

Instruction:
5. Makes the objectives of the course clear.  SD  D  A  SA  NA
6. Organizes course/clinical according to the course objectives.  SD  D  A  SA  NA
7. Demonstrates knowledge appropriate to the level of the course.  SD  D  A  SA  NA
8. Uses a variety of teaching strategies effectively.  SD  D  A  SA  NA
9. Evaluates fairly and consistently, giving appropriate feedback.  SD  D  A  SA  NA
10. Gives appropriate feedback in a timely manner.  SD  D  A  SA  NA
11. Incorporates research findings into course/clinical content.  SD  D  A  SA  NA
12. Presents content in a clear, understandable manner.  SD  D  A  SA  NA
13. Stimulates interest in subject matter.  SD  D  A  SA  NA
14. Projects enthusiasm for subject matter.  SD  D  A  SA  NA

Relationships to Students
15. Demonstrates respect for students.  SD  D  A  SA  NA
16. Facilitates personal and professional growth.  SD  D  A  SA  NA
17. Demonstrates flexibility in helping students meet goals.  SD  D  A  SA  NA
18. Encourages students to express themselves freely and openly.  SD  D  A  SA  NA
19. Is accessible to students for consultation and assistance.  SD  D  A  SA  NA

Comments:

Please use the back of this form for any further comments. Thank you.
CON-09  Section IX

FACULTY WORKLOAD

APT GUIDELINES
Board approved “Faculty Rules and Regulations” are available on the Faculty Affairs WEB site.

Faculty Benefits can be located at www.utoledo.edu/depts/facaffairs/

This page will also link you to Faculty Benefits, Policies Pertaining to Faculty and Forms.

For specific questions or to obtain a hardcopy, please contact Wafaa Hanna, Director of the Office of Faculty Affairs at 419-383-4457.

06/15/04
Revised 3/11
KG, DO
FACULTY WORKLOAD

The faculty workload formula will address teaching, measured by teaching units. Research/scholarship and service practice are measured by percent of total workload.

General Principles

1. Faculty workload will be measured in teaching units. 24 teaching units will be assigned to ten month faculty and 30 to 12 month faculty.

2. Each faculty member will have a primary teaching assignment in one of the academic programs (graduate, RN/BSN or BSN). This does not preclude assignments in other academic programs.

3. Faculty assignments will be the responsibility of the Department Chairs.

Calculation of Workload – (See Department Chairs)
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: APPOINTMENT, PROMOTION AND TENURE (APT)
PEER REVIEW POLICIES AND PROCEDURES

Philosophy of Faculty Peer Evaluation Process:

The Faculty of The University of Toledo College of Nursing believe that the peer evaluation process should be a positive force whereby each faculty member has the opportunity to receive systematic and standardized evaluations which can be utilized for the individual's growth and development and for enhancing quality in the educational program. Positive feedback and goal-setting can foster an environment, which encourages each faculty member to achieve one's maximum potential. The assessment of an individual’s performance, from a variety of sources, is a faculty process in which individuals can learn from each other. Moreover peer review is significant to nursing in terms of nursing education's accountability to the College of Nursing, the University, the consumer, and the nursing profession. In the peer review process, faculty members define their abilities to achieve balanced productivity within the College’s defined mission and philosophy of teaching, scholarship/research, practice, and service. The policies and procedures of the Appointment, Promotion and Tenure Committee are in congruence with the University’s Faculty Rules and Regulations.

The over-all aims of the faculty peer evaluation process are:

1. To provide faculty members with peer review/evaluation related to his/her role in carrying out responsibilities within the institutional setting.
2. To promote the faculty member's personal and professional growth in congruence with the mission and philosophy of the College of Nursing and the University of Toledo.
3. To provide feedback to faculty regarding promotion and/or tenure.
4. To recommend faculty members to the Dean for appointment, promotion, and tenure.

Appointment of Faculty:

I. Policy
Appointment to the faculty is based on needs of the College of Nursing and on individual credentials in the interest of furthering excellence in teaching, scholarship and service/practice.

Appointment may be at any rank (Instructor, Assistant Professor, Associate Professor, and Professor)
(See Appointment, Promotion and Tenure Criteria).
Appointment is made to one of two tracks available to College of Nursing Faculty:
Academic track (with or without tenure at time of appointment)
Clinical track (non-tenured)

Faculty in both academic and clinical tracks are expected to meet criteria for appointment, promotion, and tenure as outlined in the criteria for rank.

**Academic Track**
The academic track is the traditional faculty tenured track recognized in higher education. The emphasis is on scholarly educational activities and research. Faculty in this track have or are pursuing an earned Doctorate, and are building a program of scholarly work and are tenured or working toward the potential to apply for tenure.

Academic track faculty are expected to be educators and researchers who assume responsibility for leadership and service, including curriculum development and implementation, commensurate with rank. They are also expected to be productive scholars with emphasis on teaching and research.

**Clinical Track**
The clinical track is a non-tenured track designed to provide faculty who actively practice as Advanced Practice Nurses to combine practice and teaching roles. Faculty in this track hold the title “Nurse Practitioner,” “Clinical Nurse Specialist,” Certified Nurse Midwife,” or “Certified Nurse Anesthetist” and hold a Certificate of Authority (COA) or its equivalent from a State Board of Nursing.

Clinical track faculty are expected to be clinicians and educators who assume responsibility for leadership and service, including curriculum development and implementation, commensurate with rank. They are also expected to be productive scholars with emphasis on clinical teaching and clinical research.

**II. Procedure for Appointment**

A. Candidate for faculty appointment submits to the Dean, College of Nursing, the following documents/credentials:
   1. Curriculum Vitae
   2. Desired position and start date
   3. Names of three persons to serve as references regarding:
      a) teaching
      b) research/scholarship
      c) academic, professional and community service

B. Credentials of the candidate are reviewed by the Dean of the College of Nursing and the Department Chair. Based on the review, the candidate may be interviewed by the Dean, selected faculty, administrators, and a member(s) of the APT Committee.
C. The Dean will forward candidate documents to the APT Committee for a recommendation on appointment with rank.

D. Recommendations regarding appointments by faculty and administrators are forwarded to the Dean of the College of Nursing.

E. The Dean of the College of Nursing submits a written recommendation for the faculty appointment to the Provost for the Health Science Campus for action.

F. The recommendation for appointment, with concurrence of the President, is forwarded to the Board of Trustees for action.

III. Terms and Conditions of Appointments

See Faculty Rules and Regulations of the University of Toledo and College of Nursing Faculty Handbook or online: [http://www.utoledo.edu/depts/facaffairs/](http://www.utoledo.edu/depts/facaffairs/)

**Promotion of Faculty:**

I. **Policy** (See also UT Faculty Rules and Regulations Article I, section H.)

Any eligible member of the faculty may be considered for promotion. An application for promotion will be initiated by the candidate.

**For Academic (tenure-track) appointments:**
During the sixth (6th) year after attaining the rank of Assistant Professor (of a discipline), the faculty member will be evaluated for eligibility for promotion to Associate Professor. No later than June 30 of the sixth year at the rank of Assistant Professor, the faculty member must be promoted to Associate Professor or be notified in writing by the Dean that the contract will not be renewed beyond June 30 of the seventh year. Subject to written request by the Dean, in consultation with the Provost, may extend mandatory promotion or termination up to three years.

**For Clinical (non-tenured) track appointments:**
There is no requirement for Assistant Professors in the clinical track to be promoted to Associate Professor within the time limits described in the previous section, although faculty in this track may seek promotion as they meet eligibility requirements for rank.
II. Procedure for APT Committee Review for Promotion  
(See also section on portfolio development)

A. The candidate will notify the Chair of the APT Committee and the respective Department Chair, in writing, by October or February of the intent to seek promotion during either the November or March review period respectively.

B. The candidate will provide the Chair of the APT Committee names and credentials of colleagues who will write letters of support. Colleagues address specific elements of the faculty role and criteria for rank.

C. The candidate will submit portfolio for peer review to the Office of the Dean where the portfolio will be logged and locked in a secure location.

D. The Chair of APT will assign two members of the Committee as Primary Reviewers of the candidate’s portfolio. The Primary Reviewers present the candidate’s qualifications for promotion to the members of the Committee. The committee of the whole will participate in the deliberations. A vote of the Committee will be taken to either affirm or deny recommendation for promotion.

E. The Chair of the APT will write a letter to the Dean, College of Nursing, with a copy to the candidate, providing justification for the decision of the Committee to recommend or deny recommendation for promotion.

F. The Department Chair will review the portfolio independently of the APT Committee. The Chair will submit a letter to the Dean, College of Nursing, with a copy to the candidate, to recommend or deny recommendation for promotion.

Tenure of Faculty

Refer to UT Faculty Rules and Regulations Article I, section I page 7 at www.utoledo.edu/depts/facaffairs/

Post-Tenure Review

See UT Faculty Rules and Regulations, Article I, section I, 4 page 8 at www.utoledo.edu/depts./facaffairs/
Request for Change of Track:

Academic and Clinical tracks represent career paths for faculty, and changes between tracks should be made in relation to one’s career goals. The candidate will notify the Chair of the APT Committee and the respective Department Chair, in writing, by October or February of the intent to seek change of track during either the November or March review period respectively.

It is recommended that faculty function in a given track for a minimum of three years before requesting a change in track. Changes between faculty tracks do not guarantee appointment at the same rank. Faculty requests to change from one faculty track to another are subject to portfolio review and recommendation of the APT Committee of the College of Nursing, with a final decision made by the Dean of the College of Nursing.
Criteria for Rank essential for the development and demonstration of commitment to effectiveness and excellence in teaching, scholarship, service, and practice. Criteria represent development as well as advancement as faculty progress in rank.

<table>
<thead>
<tr>
<th>Criteria for Rank</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching/Learning Effectiveness</td>
<td>All faculty members are expected to demonstrate evidence of at least a ‘Good’ rating in the area of Teaching/Learning Effectiveness that encompasses responsibilities in classroom, distance learning, laboratory, and/or clinical instruction. Teaching requires effective communication of information to assist students in the acquisition, synthesis, and integration of knowledge needed for the development of a professional nursing role. Faculty use innovation and creativity to promote learning skills, critical thinking, clinical reasoning, professional role identity, and lifelong learning. Specific responsibilities include developing program and/or course competencies, as appropriate; developing course syllabi, and objectives; and evaluating and consulting with students.</td>
</tr>
<tr>
<td>Scholarship Effectiveness</td>
<td>All faculty members are expected to demonstrate evidence of at least a ‘Satisfactory’ rating in Scholarship Effectiveness that reflect activity as a scholar. Publication and incorporating scholarly pursuits into teaching, like evidence-based practice activities, are ordinarily an expected outgrowth of scholarship. Participation in research and other scholarly activities, such as publication, and presentation demonstrate growth in the faculty role.</td>
</tr>
<tr>
<td>Service Effectiveness</td>
<td>All faculty members are expected to demonstrate evidence of at least a “Satisfactory” rating in Service Effectiveness that contributes to fulfilling assignments in the Department, College, or University; professional organizations, and community outreach. Faculty maintains accountability in service activities that promote growth in the faculty role, and contribute to the mission of the College and University.</td>
</tr>
<tr>
<td>Practice Effectiveness</td>
<td>Faculty members who practice in an advanced practice role are expected to demonstrate evidence of at least a “Good” rating in the area of Practice Effectiveness that encompasses clinical expertise and adherence to practice standards while maintaining a collaborative environment.</td>
</tr>
</tbody>
</table>
Ratings Required for Promotion on Academic Track

(Inability to meet required ratings at the identified rank will result in a “Does Not Meet” Rating)

<table>
<thead>
<tr>
<th></th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching/Learning Effectiveness</td>
<td>Good</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Scholarship Effectiveness</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Service Effectiveness</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Ratings Required for Promotion on Clinical Track

(Inability to meet required ratings at the identified rank will result in a “Does Not Meet” Rating)

<table>
<thead>
<tr>
<th></th>
<th>Instructor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching/Learning Effectiveness</td>
<td>Good</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Scholarship Effectiveness</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
</tr>
<tr>
<td>Service Effectiveness</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Very Good</td>
</tr>
<tr>
<td>Practice Effectiveness</td>
<td>Good</td>
<td>Very Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Promotion: Faculty members on the Academic Track are required to have an earned doctoral degree [PhD or DNP] in order to seek promotion to rank of Associate Professor. Faculty members on the Clinical Track are required to have an earned DNP or equivalent terminal degree for promotion to rank of professor.

Criteria by Rating Category for Portfolio Review and Promotion in Area of TEACHING/LEARNING EFFECTIVENESS

<table>
<thead>
<tr>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieves good teaching effectiveness ratings from students and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate</td>
<td>Achieves very good teaching effectiveness ratings from students and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate</td>
<td>Achieves excellent teaching effectiveness ratings from students and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate</td>
</tr>
<tr>
<td>AND Shows evidence of 2 of the following 3 activities</td>
<td>AND Shows evidence of 3 of the following 6 activities</td>
<td>AND Shows evidence of 4 of the following 8 activities</td>
</tr>
<tr>
<td>Plans and organizes the learning experiences for existing courses</td>
<td>Plans and organizes the learning experiences for new or existing courses in a leadership role as lead faculty or faculty mentor.</td>
<td>Develops innovative, effective curriculum materials and/or delivery approaches</td>
</tr>
<tr>
<td>Develops effective, curriculum materials and/or delivery approaches</td>
<td>Develops effective, curriculum materials and/or delivery approaches considering interdisciplinary and collaborative endeavors with other colleges in the university or agencies within the community.</td>
<td>Provides leadership in the development of new courses, programs, and instructional materials as lead faculty or faculty mentor especially at the graduate level, and/or may serve as chair of the comprehensive examination committee</td>
</tr>
<tr>
<td>Participates in the development of new courses</td>
<td>Participates in curriculum development and new programs</td>
<td>Supervises students, which may include honors students, independent studies or special projects</td>
</tr>
<tr>
<td>Supervises students for independent studies or special projects</td>
<td>Develops and implements seminars/workshops for professional peers and practitioners including collaborative endeavors with other colleges in the university and colleagues at the local, state, and national level.</td>
<td></td>
</tr>
<tr>
<td>Develops and implements seminars/workshops for professional peers and practitioners including collaborative endeavors with other colleges in the university, and colleagues at the local and state level.</td>
<td>Contributes to student accomplishments in the form of student awards/scholarships, grants, and professional presentations and publications</td>
<td></td>
</tr>
<tr>
<td>Serves as committee member on thesis, field experience seminar, DNP project, comprehensive examination, and/or doctoral dissertation committee</td>
<td>Chairs thesis committees, serves on thesis committees, field experience seminar, DNP project, comprehensive exam committee, or doctoral dissertation committees.</td>
<td></td>
</tr>
<tr>
<td>Provides guidance and mentoring in the teaching process to other faculty members</td>
<td>Receives teaching awards</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria by Rating Category for Portfolio Review and Promotion in Area of SCHOLARSHIP EFFECTIVENESS**

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning scholar who initiates scholarly activities and incorporates research into the areas of education, and practice.</td>
<td>Competent scholar, who publishes scholarly perspectives and/or research findings, has published at least one refereed article and/or book chapter. (Peer-reviewed work will be given greater weight than non peer-reviewed work and both the quality and quantity of publications will be assessed).</td>
<td>Highly competent scholar, who publishes scholarly perspectives and research findings, has published refereed articles and/or book chapters. Peer-reviewed work is expected at this level. Both the quality and quantity of publications will be assessed.</td>
<td>Superb scholar, who regularly publishes scholarly perspectives and research findings, has published refereed articles and/or book chapters. Peer-reviewed work is expected at this level. Both the quality and quantity of publications will be assessed.</td>
</tr>
<tr>
<td>Collaboratively explores internal funding and/or small external funding for support of scholarship</td>
<td>Applies/obtains internal funding and/or seeks external funding for support of scholarship</td>
<td>Applies/obtains external funding for support of scholarship</td>
<td></td>
</tr>
<tr>
<td>Explore development of a program of research</td>
<td>Establishes a focused program of research</td>
<td>Continues a focused program of research</td>
<td></td>
</tr>
<tr>
<td>AND Shows evidence of 2 of the following 4 activities</td>
<td>AND Shows evidence of 2 of the following 5 activities</td>
<td>AND Shows evidence of 3 of the following 7 activities</td>
<td></td>
</tr>
<tr>
<td>Collaborates with faculty colleagues and students to address common research interests and clinical problems</td>
<td>Collaborates with faculty colleagues and students to address common research interests and clinical problems with a focus on active research, grant writing, and publication</td>
<td>Provides guidance and assistance to faculty colleagues and students related to research with a focus on active research, grant writing, and publication</td>
<td></td>
</tr>
<tr>
<td>Is recognized at the local and/or state levels for an area of scholarly expertise</td>
<td>Is recognized at the state, or regional level for an area of scholarly expertise</td>
<td>Is recognized regionally or nationally for an area of scholarly expertise</td>
<td></td>
</tr>
<tr>
<td>Makes scholarly presentations at local and/or state professional meetings</td>
<td>Regularly makes scholarly presentations at local, state, regional, and/or national professional meetings</td>
<td>Regularly makes scholarly presentations at state, regional, national and/or international professional meetings</td>
<td></td>
</tr>
<tr>
<td>Considers the potential for interdisciplinary and</td>
<td>Initiates the process of interdisciplinary and</td>
<td>Maintains interdisciplinary and collaborative research and</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides service within the academic department and college</td>
<td>Provides service as an elected and/or appointed member of a committee within the academic department and college</td>
<td>Serves as an elected or appointed member of a committee and/or fulfills appointments as designated within the academic department, college or university</td>
<td>Provides leadership on committees and/or fulfills appointments as designated within the academic department, college, or university</td>
</tr>
<tr>
<td>AND Shows evidence of 2 of the following 4 activities</td>
<td>AND Shows evidence of 2 of the following 4 activities</td>
<td>AND Shows evidence of 3 of the following 6 activities</td>
<td></td>
</tr>
<tr>
<td>Demonstrates active involvement in professional organizations at the local level</td>
<td>Serves in leadership roles in professional organizations at the local or state level</td>
<td>Serves an increasing leadership role in professional organizations at the regional, national and international levels</td>
<td></td>
</tr>
<tr>
<td>Demonstrates active involvement with community agencies at the local level</td>
<td>Demonstrates active service with community agencies or organizations at the local and state levels</td>
<td>Serves in positions of leadership in community agencies or organizations at the national and international levels</td>
<td></td>
</tr>
<tr>
<td>Initiates a role in the political arena related to: supporting the goals of professional nursing/advanced practice nursing and quality health care or in developing and evaluating policy innovations that benefit communities at the local level</td>
<td>Participates in the political arena related to supporting the goals of professional nursing/advanced practice nursing and quality health care or in developing and evaluating policy innovations that benefit communities at the local and state level</td>
<td>Takes a leadership role in the political arena related to: supporting the goals of professional nursing/advanced practice nursing and quality health care or in developing and evaluating policy innovations that benefit communities at the local, state, and national level</td>
<td></td>
</tr>
<tr>
<td>Engages in formal continuing education activities</td>
<td>Participates in professional continuing education programs to advance nursing practice and health care policy at the local and state level</td>
<td>Collaborates with other health care providers while planning, implementing and evaluating professional continuing education programs to advance, nursing practice and health care policy</td>
<td></td>
</tr>
</tbody>
</table>

Receives service awards for activities
# Criteria by Rating Category for Portfolio Review and Promotion in Area of PRACTICE EFFECTIVENESS

<table>
<thead>
<tr>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holds Certificate of Authority for APN licensure in OH or holds appropriate credential as an APN in other states</td>
<td>Holds Certificate of Authority for APN licensure in OH or holds appropriate credential as an APN in other states</td>
<td>Holds Certificate of Authority for APN licensure in OH or holds appropriate credential as an APN in other states</td>
</tr>
<tr>
<td>Initiates opportunities to establish an indirect or client focused, direct care practice</td>
<td>Establishes or maintains and indirect or client focused, direct care practice</td>
<td>Provides leadership in an indirect or client focused, direct care practice</td>
</tr>
<tr>
<td>Utilizes best practice in the clinical setting</td>
<td>Demonstrates leadership and innovation while utilizing best practice in the clinical setting</td>
<td>Demonstrates leadership and innovation while utilizing best practice in the clinical setting</td>
</tr>
<tr>
<td>AND Shows evidence of 4 of the following 8 activities</td>
<td>AND Shows evidence of 4 of the following 9 activities</td>
<td>AND Shows evidence of 5 of the following 10 activities</td>
</tr>
<tr>
<td>Incorporates evidence-based practice in educational endeavors</td>
<td>Incorporates practice/clinical experiences to enrich educational endeavors</td>
<td>Incorporates practice/clinical experiences to enrich educational and research endeavors</td>
</tr>
<tr>
<td>Integrees nursing students into a practice</td>
<td>Integrates graduate nursing students into a practice</td>
<td>Integrates graduate students from multi-disciplines into an interdisciplinary practice</td>
</tr>
<tr>
<td>Begins to mentor new advance practice nurses in clinical practice</td>
<td>Mentors new advance practice nurses in clinical practice</td>
<td>Mentors new advance practice nurses in clinical practice</td>
</tr>
<tr>
<td>Explore opportunities to serve as a consultant in area of specialization to agencies, institutions and/or professional boards</td>
<td>Serves as a consultant in area of specialization to local agencies, institutions and/or professional boards</td>
<td>Serves as a consultant in area of specialization to regional, national or international agencies, institutions and/or professional boards</td>
</tr>
<tr>
<td>Anticipates in continuous quality improvement process within the practice setting</td>
<td>Conducts continuous quality improvement projects within the practice setting.</td>
<td>Provides leadership and development of continuous quality improvement process within the practice setting.</td>
</tr>
<tr>
<td>Works within a collaborative relationship among members of the healthcare provider team</td>
<td>Creates collaborative relationships among members of the healthcare provider team</td>
<td>Provides leadership/mentoring in creating collaborative relationships among members of the healthcare provider team</td>
</tr>
<tr>
<td>Participates in patient advocacy efforts</td>
<td>Demonstrates advocacy in the care of the identified patient population</td>
<td>Provides leadership in health policy advocacy</td>
</tr>
<tr>
<td>Utilizes technological advances in clinical care and information systems</td>
<td>Contributes to technological advances in clinical care and information systems</td>
<td>Participates in development or improvement of patient care technology</td>
</tr>
<tr>
<td>Works toward prescriptive authority</td>
<td>Receives awards for practice activities</td>
<td>Obtains or maintains prescriptive authority.</td>
</tr>
</tbody>
</table>
DEVELOPMENT OF FACULTY PORTFOLIO FOR APT COMMITTEE PEER REVIEW

I. Purpose for Portfolio Review for Promotion and/or Tenure

The faculty portfolio provides evidence of performance for peer evaluation. The portfolio is developed for ongoing evaluation of progress towards promotion and/or tenure. A summary evaluation by the APT Committee provides feedback to the faculty in determining progression of role development in areas for promotion and tenure. The review process of the APT Committee is intended to provide peer input and recommendations to the Dean regarding promotion and tenure decisions affecting faculty. At the individual’s request, the Committee will review the portfolio and provide a written summary.

II. Procedure for Portfolio Development

Two types of portfolio procedures are described:

1. Promotion and/or Tenure Portfolio – developed for consideration for promotion and/or tenure peer review. Documents from appointment to rank are included, focusing on the past three to five years. The portfolio may also be used by the Dean of the College of Nursing and/or the Provost and members of the Board of Trustees in the decision process.

2. Change of Track Portfolio – developed for change between academic and clinical tracks. Faculty members requesting a change in status (e.g., change of faculty track, promotion, or tenure) may need to combine portfolio guidelines in order to present a complete portfolio for review.

Portfolios should contain relevant documentation and are not intended to be a compilation of one’s entire professional career. Therefore, portfolios should be focused. Faculty are asked not to include additional materials (e.g., certificates, letters of recognition, reports, articles) to further document their accomplishments. Such materials may be requested by the APT committee members if needed during the review process.
STANDARD REVIEW PORTFOLIO

Using the Folder Routing Form as a guide, faculty seeking APT peer evaluation should develop a portfolio containing the following essential materials in this order:

I. Routing Form (check list)

II. Faculty Demographics:
   A. Name
   B. Hire Date
   C. Present rank
   D. Date of Promotion to present rank
   E. Year of last APT evaluation
   F. Contract type (10 or 12 month)
   G. Role distribution (percentage of teaching, administration, practice etc.)
   Teaching assignments for the current evaluation period

III. Goals

   Goals for the current and next evaluation period; Goals should be:
   1. realistic and measurable;
   2. based on criteria for rank in teaching, scholarship, service/practice;
   3. reflective of the goals of the College of Nursing.

IV. Summary of Goal Achievement

   Faculty are expected to use the Summary of Goal Achievement Form (Academic or Clinical Track, as appropriate) to summarize their goal achievement relative to criteria for rank. This section of the portfolio is critically important to the faculty member and the APT Committee. Faculty should refer to criteria for rank as a guide to development of the summary.

V. APT Summary Evaluation (from the previous peer evaluation period)
VI. Curriculum Vitae

The curriculum vitae is the formal presentation of accomplishments and activities. Format: (follow the standard UT C.V. format)

A. Personal data: full name, address, telephone numbers (home & business), current R.N. licensure (year and state, NOT license number), and certifications. This is like the social security number, unnecessary, and should not be available for public knowledge.

B. Education (list in reverse sequence): formal higher education, with date, degree earned and name of institution, (optional, thesis/dissertation title), honorary degrees (specified as such), and certification.

C. Experience (list in reverse sequence): academic experience with position and academic rank, institution, location, beginning and ending dates. Nonacademic experience, e.g. nursing service with dates, position title, institution and location.

D. Academic Honors: honor societies, scholarships, special awards, fellowships.

E. Professional memberships (last five years)

F. Academic courses taught - listed in reverse chronological order for last 5 years.

G. Direction of students in scholarly projects or theses. Specify whether Chair or committee member. List student(s) and title(s) in chronological order for last 5 years.

H. Publications: (Use APA format for citations) For any item not yet published, write the appropriate letter preceding the citation indicating whether accepted for publication (A), submitted for review (S) or in progress (P): All publications are refereed except where noted by (*).
   1. Books authored, edited, or co-authored
   2. Journal articles authored or co-authored
   3. Book chapters authored
   4. Monographs authored
   5. Book reviews authored
   6. Reprints of previously published articles
   7. Newsletter articles authored
   8. Media (or other) materials authored
   9. Other
I. Presentations at Professional Meetings: (list authors, title, date, name of organization, location of meeting). All presentations are refereed except where noted by (*).
1. Paper presentations
2. Poster presentations
3. Panel member
4. Moderator
5. Chairperson
6. Invited Speaker
7. Other (Please indicate.): 

J. Editorial Work: (Please list the name of the publication and the nature of your responsibilities.)
1. Journal Editor
2. Member of Editorial Board for a Journal
3. Guest Editor for a Journal
4. Manuscript Reviewer for a Publisher
5. Grant Reviewer for an Agency or Foundation
6. Other: (Specify nature of responsibility.)

K. Research Grant Writing Activities: (list in reverse chronological order)
1. Include authors, title of proposal, funding agency, beginning and ending dates for funding and dollar amount. (Specify in parentheses if grant was funded, accepted/not funded, not accepted/not funded, or submitted).
2. Accepted proposals/not funded: Include title of proposal, nature and extent of your contribution and agency where submitted.
3. Not accepted/not funded: Include title of proposal, nature and extent of your contribution, agency where submitted. Explain why proposal was not accepted.

L. Creative and Scholarly Accomplishments not mentioned above:

M. Professional development (last 5 years in reverse chronological order): formal education courses, CE, conferences attended, and other activities not included elsewhere that affected your professional abilities.

N. Service: College of Nursing committees (last five years), activities with offices held/years. University/College committees, activities with offices held/years. Community activities related to health care, i.e. community health boards, volunteer provider of health services, member of health-related organization with offices held/years.

Practice: Describe nature of practice, contributions to developing a practice site, integration of students in the practice, precepting, Certificate of Authority (NOT the number), participation in prescriptive pilot project, and political activities related to practice.
VII. Summary and analysis of Student Evaluations of Teaching

A. Use evaluations of teaching only. **DO NOT** include course evaluations.

B. Summary and analysis of two (2) sets of student evaluations
   One per year during the evaluation period

VIII. Peer Evaluations

A. One peer evaluation per year during the evaluation period

B. Peer evaluations may address any aspect of the faculty role

C. Peer evaluations do not need to be from faculty members within the College of Nursing
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: CHANGE OF TRACK PORTFOLIO

CHANGE OF TRACK PORTFOLIO

In addition to the materials provided for the Standard Review Portfolio, faculty who wish to make a change between the academic and clinical tracks will include the following in the portfolio:

1. Letter from the Faculty addressing the desire to change faculty track, including how this meets the goals of the faculty member and how this change would benefit the college/university,

2. Goals for the next evaluation period should reflect the requested change in track.

3. Letters of support from:
   A. Department Chair
   B. Practice site if requesting a change to clinical track
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: PROMOTION PORTFOLIO

PROMOTION PORTFOLIO

In addition to the materials provided for the Standard Review Portfolio or Change of Track Portfolio, if applicable, faculty who wish to be considered for promotion to the following ranks will include the following in the portfolio:

Promotion to:

A. **Assistant Professor**
   1. evaluation of goals achieved in past 2 years or since appointment at UT
   2. summary and analysis of student evaluations for past 2 years or since appointment at UT
   3. evaluation summaries from past 2 evaluation periods or since appointment
   4. peer evaluations from past 2 years (originals)
   5. summary of goal achievement that addresses achievement of effectiveness and excellence in teaching, scholarship and service/practice since appointment
   6. three letters of support from colleagues. None required outside the CON. Letters should address how criteria to the next rank are met.

B. **Associate Professor**
   1. evaluation of goals achieved in past 5 years or since appointment at UT
   2. summary and analysis of student evaluations for past 5 years or since appointment at UT
   3. evaluation summaries from past 5 years or since appointment at UT
   4. peer evaluations from past 5 years (originals)
   5. summary of goal achievement that addresses achievement of effectiveness and excellence in teaching, scholarship, and service/practice over past 5 years.
   6. three letters of support from colleagues: two internal letters from the CON, one letter from a professional outside the CON.
C. **Professor**

   Include items number 1 – 5 as for Associate Professor. For letters of support, a total of 3 are required. One of the letters must be from outside the University of Toledo.

**Letters of Support**

Colleagues should write specifically about how criteria have been met in the past and how the applicant meets criteria for new rank. Only three (3) letters will be accepted. Letters should be sent to Chair, APT Committee.

The APT may solicit additional letters of support, either internal or external, seeking additional evidence of achievement.

The portfolio may be submitted for external review to an appropriate reviewer.
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: TENURE PORTFOLIO

TENURE PORTFOLIO

For faculty who wish to be considered for tenure:

1. evaluation of goals achieved in past 5 years or since employment at UT
2. summary of student evaluations for past 5 years or since employment at UT
3. evaluation summaries from past 5 years or since employment at UT
4. Peer evaluations from past 5 years (originals)
5. Narrative summary indicating self-evaluation of criteria for rank and justification of tenure
6. Six Letters of Support from Colleagues: Three of the letters must be from outside the College of Nursing. The APT may solicit additional letters of support, either internal or external, asking for additional evidence of achievement. Letters of support should specifically reflect achievement of such level that award of tenure should be granted.
   a) A list of names, addresses, and phone numbers of all people submitting letters of support should be given to the Chair of the APT when the portfolio is submitted for review.
   b) The portfolio may be submitted for external review to an appropriate reviewer.

** For faculty who are simultaneously seeking Promotion and Tenure, the letters of support should relate to both criteria for the new rank and achievement at the level of tenure.

Revised 2007
Promotion of Faculty:

I. **Policy** (See also UT Faculty Rules and Regulations Article I, section H.)

Any eligible member of the faculty may be considered for promotion. An application for promotion will be initiated by the candidate.

*For Academic (tenure-track) appointments:*
During the sixth (6th) year after attaining the rank of Assistant Professor (of a discipline), the faculty member will be evaluated for eligibility for promotion to Associate Professor. No later than June 30 of the sixth year at the rank of Assistant Professor, the faculty member must be promoted to Associate Professor or be notified in writing by the Dean that the contract will not be renewed beyond June 30 of the seventh year. Subject to written request by the Dean, in consultation with the Provost, may extend mandatory promotion or termination up to three years.

*For Clinical (non-tenured) track appointments:*
There is no requirement for Assistant Professors in the clinical track to be promoted to Associate Professor within the time limits described in the previous section, although faculty in this track may seek promotion as they meet eligibility requirements for rank.

II. **Procedure for APT Committee Review for Promotion**
(See also section on portfolio development)

A. The candidate will notify the Chair of the APT Committee and the respective Department Chair, in writing, by October or February of the intent to seek promotion during either the November or March review period respectively.

B. The candidate will provide the Chair of the APT Committee names and credentials of colleagues who will write letters of support. Colleagues address specific elements of the faculty role and criteria for rank.

C. The candidate will submit portfolio for peer review to the Office of the Dean where the portfolio will be logged and locked in a secure location.

D. The Chair of APT will assign two members of the Committee as Primary Reviewers of the candidate’s portfolio. The Primary Reviewers present the candidate’s qualifications for promotion to the members of the Committee. The committee of the whole will participate in the deliberations. A vote of the Committee will be taken to either affirm or deny recommendation for promotion.

E. The Chair of the APT will write a letter to the Dean, College of Nursing, with a copy to the candidate, providing justification for the decision of the Committee to recommend or deny recommendation for promotion.
F. The Department Chair will review the portfolio independently of the APT Committee. The Chair will submit a letter to the Dean, College of Nursing, with a copy to the candidate, to recommend or deny recommendation for promotion.

**Tenure of Faculty**

See UT Faculty Rules and Regulations Article I, section I.

**Post-Tenure Review**

See UT Faculty Rules and Regulations, Article I, section I, 4.

**Request for Change of Track:**

Academic and Clinical tracks represent career paths for faculty, and changes between tracks should be made in relation to one’s career goals. The candidate will notify the Chair of the APT Committee and the respective Department Chair, in writing, by October or February of the intent to seek change of track during either the November or March review period respectively.

It is recommended that faculty function in a given track for a minimum of three years before requesting a change in track. Changes between faculty tracks do not guarantee appointment at the same rank. Faculty requests to change from one faculty track to another are subject to portfolio review and recommendation of the APT Committee of the College of Nursing, with a final decision made by the Dean of the College of Nursing.
CON-10  Section X

FACULTY GRIEVANCE AND APPEALS POLICY
THE UNIVERSITY OF TOLEDO COLLEGE OF NURSING

Subject: FACULTY GRIEVANCE AND APPEALS

I. Scope of Grievable Issues

A. To complement the principles of academic freedom, all faculty are to be protected from adverse decisions or actions resulting from or associated with unfair practice(s) or failure of due process. Such adverse decisions or actions include, but are not limited to, matters relating to promotion, tenure and contractual issues. Any claim of adverse decision or action affecting the affairs of individual faculty members is grievable to the extent that unfair practice(s) or failure of due process, as defined by the rules of the institution relating to the grievable issue, is the alleged basis. Exempted from this grievance process are administrative or Board of Trustees actions that affect groups of faculty.

II. The Grievance Process

A. Prior to filing a grievance, the faculty member should pursue every possible means of resolving the issue in question by consultation with party or parties involved. If unresolved, the grievant shall set forth in writing the scope and nature of the grievance and the alleged violation (Initial Letter). The Initial Letter shall summarize all efforts made from time to time to resolve the issue by the affected parties. The Initial Letter must be filed with the Department Chair within forty (40) working days of the date on which the affected faculty member knew or should have known of the grievable incident or decision. Whenever the Chair is a party to the grievance, the Initial Letter shall be submitted directly to the Dean. Whenever the Dean is a party to the grievance, the Initial Letter shall be submitted directly to the Executive Vice President and Provost. Whenever the Executive Vice President and Provost is a party to the grievance, the Initial Letter shall be submitted directly to the President. Whenever the President is a party to the grievance, the Initial Letter shall be submitted directly to the Board of Trustees.

B. The Department Chair, Dean, or appropriate recipient shall have the opportunity to resolve the grievable issue(s) to the satisfaction of all parties, using existing administrative structure and authority. If not resolved to the mutual satisfaction of all parties within twenty (20) working days of receipt of the Initial Letter, the Initial Letter and any further relevant information may be referred by the grievant to the Chair of the Faculty Grievance Board.
III. Faculty Grievance Board

Membership

A. The Board shall be a standing committee of the University of Toledo and will consist of twenty (20) full-time faculty members holding regular appointments at the rank of professor or associate professor. No Department Chair or administrative officer shall serve on the Board. Excluding the Graduate College, Board representation shall correspond to the relative number of faculty in each College, with each College having at least two (2) faculty representatives. The faculty of each College shall elect the members for staggered terms for four (4) years. The elections shall be organized each year by the Faculty Senate. Members may be reelected for one term but may not serve more than a total of two partial or full terms. Faculty who have had a grievance before the Board during the previous year will not be eligible for election. The Board will report to the Executive Vice President and Provost.

B. The members of the Board shall annually elect a Chair and Vice-Chair. The membership of the Board shall be communicated to the general faculty annually by the Executive Vice President and Provost.

C. Any member of the Board who has a grievance pending before the Board shall be removed from all Board activities until the grievance is resolved. Board members who cease to be full-time members of the faculty, or whose duties become primarily administrative, will be ineligible to continue serving. The Dean of that College shall appoint a new Board member to serve until the next scheduled election.

(Procedures)

D. The Board, with the advice and consent of the Executive Vice President and Provost, shall develop and disseminate to the faculty the policies and procedures of the Board. All reports, deliberations and recommendations, however, shall be confidential to the extent permitted by law.

E. For each grievance, the Chair of the Board shall appoint four Board members to a Hearing Committee, at least one of whom shall be from the same College as the grievant. The Board Chair (or Vice Chair, at the Chair’s designation), shall chair this five (5) member Hearing Committee.

F. Within twenty (20) working days of submission to the Faculty Grievance Board, the Hearing Committee shall begin its deliberations. The Hearing Committee shall:

1. Interview all parties to the grievance, including other witnesses as may be requested by any parties to this process;
2. Review all relevant information submitted by the parties to this process;
3. Call any other witnesses it deems pertinent to the issue(s);
4. Maintain accurate and confidential records of its findings and opinions;
5. Complete its deliberations within twenty (20) working days;
6. Render its recommendations within twenty (20) working days of completion of the deliberations to the level of administrator above involved party or parties, beginning with the Executive Vice President and Provost, with a copy of the recommendation to the Dean of the appropriate College. If the Executive Vice President and Provost is a party to the grievance, recommendations of the Faculty Grievance Board will go to the President. If the President is a party to the grievance, recommendations of the Faculty Grievance Board will go to the Board of Trustees.

G. The final decision shall be made by the Executive Vice President and Provost, or the President, or the Board of Trustees, whichever is the governing level above the parties in grievance, within ten (10) working days from the date upon which the recommendation of the Hearing Committee is received.

Appeals

Any party affected by the decision may appeal that decision in writing within twenty (20) working days to the next level of governance above the decision maker. The matter shall be reviewed on the basis of the existing record and no new evidence or arguments shall be heard. A decision will be made within twenty (20) working days of the appeal. If the appeal is submitted to the Board of Trustees, the final decision will be made within twenty (20) working days of receipt of the appeal, or the next regular Board meeting. The decision by the Board of Trustees shall be final.

To monitor latest updates, faculty are referred to http://www.utoledo.edu/policies/academic/facultystaff/index.html
GRIEVANCE OF FINAL GRADE

Pursuing Non-Grievable Academic Concerns
Students have a right to be treated in a fair and equitable manner throughout their academic program with the College of Nursing. Similarly, students are expected to exhibit same in dealing with peers, faculty, clients, and staff throughout the nursing program.

Appropriate guidelines for action include:
1. Use the Student Interest Form to write a short description of the request, report or issue. This can serve to focus on the concern and clarify it to others. Make a copy of the form for your own record keeping purposes.
2. Submit the Student Interest Form to the person(s) directly involved in the concern.
3. Meet with the person(s) directly involved to discuss the concern.
4. If the concern is not clearly resolved, seek counsel/advice from course coordinator followed by the Program Director of the appropriate program.
5. Academic Advisors, Program Coordinators and faculty on the Student Affairs Committee are also useful resources available to students.

Issues related to harassment and/or discrimination that involve circumstances within the role of a student in the College of Nursing should be directed to the Office of Affirmative Action and the Associate Dean immediately.

College of Nursing Grievance Procedure
Preliminary Action
The student(s) is permitted to continue in courses with limited supervised clinical practice during the deliberations about the grievance. Written documentation of each step of the process needs to occur. It is advisable that all participants keep documentation.

Committee Hearing
The chairperson of the Student Grievance Committee shall promptly notify the involved persons that a formal grievance has been filed: faculty member(s) and Associate Dean. A copy of the grievance is forwarded to all involved and to the Dean of the College of Nursing. The chairperson shall schedule a hearing to be held within ten (10) working days following receipt of the written petition.

Grievant, respondents, and the Dean of the College of Nursing shall be notified in writing of the date, time, and place of the hearing and the committee members who will be present. The committee is comprised of four (4) faculty, 2 BSN and graduate 1 student members and the designated chairperson of the Grievance Hearing.
The grievant and respondents have the right to challenge the composition of the committee within 24 hour notice of the notification of the member composition. If challenged, the Chairperson, in consultation with the challenger and the committee, will decide on an acceptable replacement. (Faculty for faculty; student for student).

Any committee member perceiving self to be biased in a particular situation will withdraw from serving on the hearing within 24 hours of member notification.

In the event that there is difficulty assembling a full committee from the elected members, either the Chairperson of the committee or a Nursing College Department Chair may appoint substitute(s) which are unbiased faculty to fill the vacancies.

Grievant Support Representative (GSR): The role is to provide a student involved in a grievance with a support person. This representative may be a faculty member or an academic advisor. Attorneys and family members are excluded from functioning in this role. In addition, the GSR may not be a witness to the grievance. The student may select a grievance support representative, decline a GSR or request that a waiver must be signed. The name of the GSR shall be submitted in advance to the Grievance Committee Chairperson. This representative is not appointed to advise the grievant. The representative is appointed to provide emotional support and neutrality for the grievant during the hearing process.

Witnesses: A witness may be asked by either party to be available to provide supporting evidence that is pertinent to the grievance at hand. The intent of a witness’s testimony shall be submitted to the Chair 48 hours in advance of the hearing. The Committee reserves the right to restrict the testimony to those issues germane to the grievance.

Confidentiality of Proceedings
Confidentiality shall be maintained by all persons. This is an essential component of the grievance procedure and due process. Specific information is kept within the committee. Proceeding of the committee is to be kept in a sealed file at the College of Nursing for seven (7) years.

Rules for the Hearing
Both grievant (student) and the respondent(s) (faculty member) {s} shall be present during the entire hearing, but not during deliberations/decision.

Persons attending the hearing shall be limited to:
- Grievance Hearing Chairperson
- Grievant
- Respondent(s)
- Associate Dean
- Committee members four (4) faculty and three (3) students
- Respective advisor of each party, if desired
- Witnesses (to be called in as needed)
- Recorder
Chairperson’s Functions:
• Indicate purpose of meeting and time limitations of Hearing
• Make introductions and identify role of each person in attendance
• Identify order of data collection
• Read brief statements of student’s appeal
• Direct the discussion
• Call and excuse the witnesses
• Make closing statements
• Facilitate the deliberation and the preparation of the written recommendations
• The Chair is not a voting member
• Submit recommendations to all parties and Dean

Advisor’s Function
To provide support through presence, to remain quiet during hearing; to address committee only if requested.

Witnesses’ Function
To be available outside hearing room until called; to testify only if requested to do so; to answer specific questions; to leave the hearing room on completion of testimony.

Record Keeping
Both note taking and tape recording shall be done to ensure accuracy of the information and proceedings during the hearing. A faculty member or a person from the College of Nursing support staff will be appointed to serve as recorder for the hearing. This person will be present during the hearing but not the deliberation. A designated committee member will monitor the tape recording.

Committee Deliberation
Deliberations shall be conducted in closed session by committee members only. Deliberation shall be limited to data collected during the hearing. The evidence is to be weighed. In case the committee’s conclusion and recommendations cannot be formulated, the committee may need to identify and solicit additional data. All parties will be informed of the request(s) and deliberation will be delayed until data is obtained. A simple majority is to be reached. Only the hearing is tape recorded. The tape recorder is not used during the deliberation.

Committee Recommendations
Recommendations shall be submitted in a written report to the Dean of the College of Nursing. The majority opinion and dissenting opinion, if any, regarding the outcome of the hearing is written in the report submitted to the Dean. The written report shall contain the following:
• A clear concise statement/summary of each issue
• Pertinent analysis of related factors
• Committee’s conclusions and rationale
• Suggestions for resolution of grievance
• Suggestions for prevention of similar grievances in future
Appeal of a Final Grade
Procedure for Disputing a Final course or Clinical Grade
Students may dispute a final course or clinical grade when the student believes that here has not been an equitable application of course or College of Nursing policies and procedures for student evaluation and grading. Students may not dispute a final course or clinical grade: to appeal grading policies; or because of dissatisfaction with an assigned grade, particular examination or grading processes when course policies have been applied equitable to all students.

The procedure for Appealing a Final Course or Clinical Grade is as follows:

To the faculty/instructor
Within five (5) business days of notification of final course grade, the student must submit to the faculty/instructor of the class a written petition with rationale for disputing the grade. After reviewing the petition, the faculty may gather information from other sources before making a decision, but not later than five business days after submission of a proper appeal. The faculty must notify the student in writing of the decision no later than five (5) business days of submitting the petition. If the issue is not resolved to the student’s satisfaction, the student may appeal to the Course Coordinator.

To the Course Coordinator
If the student wishes to further appeal the decision of the faculty, within given five (5) business days of the faculty/instructor decision, the student must submit a written petition indicating the student’s intent to challenge the decision to the Course Coordinator. After reviewing the petition, the Course Coordinator will meet with both the faculty member and the student. The Course Coordinator must notify the student in writing of the decision no later than five (5) business days after the petition was filed with the Course Coordinator. In the event the faculty is also the Course Coordinator, the student would appeal to the Department Chair.

Due Process
The student has the right to submit a written request for a review hearing by the College of Nursing Student Grievance Committee (SGC). The SCG Chair will provide the student, in writing, the date, time, location and membership composition of the SGC within ten (10) business days before the hearing date. The notice will include the specific protocols to be followed in the hearing and will include a copy of this policy.

Conduct of the Hearing
The student and faculty and SGC will follow the Grievance Procedure as outlined in the College of Nursing policy. Any recommendation will be based exclusively on the information received at the SGC hearing. Upon completion of the hearing, the SGC will, by majority vote, agree to a recommendation. The recommendation will be put forth in writing and delivered to the student within five (5) business days of conclusion of the SGC hearing. The recommendation of the SGC Committee will be given to the appropriate Associate Dean within five (5) business days of the hearing. The Associate Dean will make the decision.
Appeal Process
A written request for appeal by the student to the Dean of the College of Nursing (“Dean”) may be made and must be submitted to the Dean within five (5) business days following the date of the written decision of the SGC, or any further right to appeal is waived. The Dean of the College of Nursing may review all applicable evidence presented in the hearing. After completing such review, the Dean may ask for a meeting with the student. The Dean will provide a decision to the student within five (5) business days of the meeting. The decision of the Dean is final.

Pendency of Action
Generally, implementation of dismissal will be deferred until all the due process hearing and time for appeals made by the student have been exhausted. However, the Dean may impose immediate removal or restrictions on the student if the alleged conduct in any way concerns patient or public safety (including faculty and other student).
CON-11  Section XI

AWARDS
The Faculty Affairs Committee uses the following process and criteria for selection of individuals for faculty awards.

Criteria for Faculty Awards

Faculty members are recognized by the Faculty Assembly of the College of Nursing for outstanding contributions in the areas of:
1. Teaching
2. Scholarship/Research, and
3. Service or Practice
One award will be given annually in each area.

Process for Nomination and Election (or Selection):

1. Faculty may nominate themselves or be nominated by peers, APT committee or Department Chairs. A one (1) page summary of achievements needs to be submitted with the nomination.
2. Faculty will be informed of the nomination and asked to verify information received by the committee.
3. The Faculty Affairs Committee will distribute a ballot to the Faculty in the spring semester.

Criteria for Awards:

The criteria are guidelines and as such the nominee does not have to meet all of the qualifications within each category to be nominated.

Teaching

1. Demonstrates a consistent pattern of being a Master Teacher.
2. Develops a positive and collaborative learning climate for students.
3. Mentors faculty in areas related to the teaching role.
4. Demonstrates teaching excellence as recognized by students and peers.
5. Facilitates student learning through use of unique learning strategies.
Plans, implements, and evaluates innovative program and course design(s).
Research/Scholarship

1. Currently conducting or has completed nursing research (data-based) during present academic year.
2. Is applying for or has applied for funding of research.
3. Is currently submitting or has published or presented research findings.
4. Publishes and/or presents scholarly work; publishes in the professional literature.
5. Collaborates with and/or mentors other faculty through dissemination of research findings and exchange of ideas about research.

Practice:

   i. Demonstrates competence in clinical practice with specialized focus.
   ii. Maintains a clinical practice, which provides interdisciplinary collaboration in nursing.
   iii. Maintains a practice in which students may be integrated, congruent with available resources and teaching responsibilities.
   iv. Influences other nursing professionals to provide a high level of care delivery.

Service:

1. Assumes a leadership role in College of Nursing committees, task forces and college-wide committees.
2. Assumes a leadership position in professional organizations locally, regionally, nationally and/or internationally.
3. Acts as a consultant in area of expertise.
4. Represents the College of Nursing or college at official meetings.
5. Participates actively in the political arena for the improvement of health care services locally, nationally or internationally.
6. Serves on national certification, organizational and/or various community boards.
7. Mentors students and peers to become actively involved in professional organizations.
Description

Members of the graduating class of students in the Graduate nursing program elect two outstanding faculty members as “master teachers” to receive the Prism Award. The award has a monetary component as well as a gift of handblown glass prism. Portraits of the recipients are displayed in the Mulford Library foyer.

A prism is made of glass that is blown with great care and skill. Glass was chosen because it is highly valued, and because Toledo is known as the glass capital of the world. The prism has many facets, is viewed from different angles and is not always, as it seems. A prism has depth and beauty that is lasting. The most striking function of a prism is that it both reflects and refracts light, thereby producing its own rainbow.

We, graduate nursing students, like to think of our “master teachers’ as having both reflected and refracted light, stimulating and challenging us to learn, grow and contribute to the discovery of knowledge in our discipline of nursing.

Selection Process:

1. Faculty members teaching in the graduate nursing program are eligible to receive this award.
2. Members of the graduating class of students in the graduate nursing program elect the recipient by ballot using selection criteria.

Award Criteria:

1. Fosters an attitude of inquiry through clinical practice, scholarship or service.
2. Maintains an attitude that excites and motivates students to strive for excellence.
3. Possesses outstanding teaching accomplishments.
4. Demonstrates enthusiasm and a commitment to excellence in teaching which is clearly communicated to students.
5. Is recognized as an expert in the subject matter taught.
6. Mentors students in the advanced practice nursing role.
CON-12  SECTION XII

MISCELLANEOUS INFORMATION
<table>
<thead>
<tr>
<th>Full Name: ____________________</th>
<th>Current Position: ____________________</th>
<th>Years/months in position: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency: ________________________</td>
<td>Years at current agency: _______</td>
<td>Degree</td>
</tr>
<tr>
<td>Original Nursing Education Program</td>
<td>Other Colleges or Institutions Attended (nursing or related fields)</td>
<td>Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION IIA. CURRENT SPECIALITY CERTIFICATION**

<table>
<thead>
<tr>
<th>Name of Specialty Certification</th>
<th>Certifying Organization</th>
<th>Certification valid through:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION IIB. DEMONSTRATED EXPERTISE**

Describe your expertise in your area of clinical practice (copy current resume or vita is optional)

<table>
<thead>
<tr>
<th>State of licensure</th>
<th>Licensure number</th>
<th>Expiration date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I, ____________________________________________________________________________

(Preceptor’s Name)

am employed by ____________________________________________________________________________

(Name of site) and agree to act as a preceptor for students enrolled in the nursing programs selected below for the period beginning __________ through __________.

(month/year) (month/year)

I have a copy of the Preceptor Guidelines and understand that I will receive pertinent course and student evaluation materials from the course coordinator of students with whom I have agreed to precept. I understand there is no remuneration or fringe benefits attached to this role.

Preceptor Signature: ____________________________________________________________________________ Date: __________

Work Unit: ____________________________________________________________________________ Phone: ____________________________________________________________________________

Home Address: ____________________________________________________________________________ Email: ____________________________________________________________________________

Phone: ____________________________________________________________________________ Email: ____________________________________________________________________________

________________________________________________________________________

Faculty Signature (Originating Program) Date __________

________________________________________________________________________

Associate Dean of Faculty Affairs Signature __________

For the College of Nursing student matched with a preceptor, the student completes the following:

I understand that I am responsible for meeting the standards in policies/procedures of the agency; maintaining professional appearance and behavior; and providing safe client care. I understand that I will be expected to 1) keep the assigned preceptor and faculty informed about my learning needs in relationship to course objectives; 2) obtain assistance with procedures appropriately; 3) communicate frequently with the preceptor and faculty regarding client care and 4) seek feedback regarding clinical progress and completion of course requirements.
Preceptor agreements are individual contractual arrangements for supervision of students. Arrangements are initiated by the College of Nursing and negotiated with each agency. Clinical experience involves one or two students and is negotiated with the preceptor.

**Role of the Faculty Member:**
1. Assist student with identification of learning goals and objectives for the course
2. Provide preceptor with course material and evaluation forms
3. Provides preceptor with information regarding demonstrated and documented ability level of the student, and expectations for student performance.
4. Communicate assignments, in conjunction with the preceptor, for the student’s experience, consistent with the course objectives.
5. Facilitate student movement into the agency; match student with preceptor
6. Initiate interaction with preceptor regarding student clinical progress
7. Monitor student progress in achieving course objectives and provide ongoing feedback
8. Makes regular visits to each preceptor/student during the clinical experience to determine the efficacy of the clinical experiences and assess the student’s performance, and
9. Evaluates each student’s achievement and progress in relation to the clinical objectives or outcomes, with input from the preceptor.

**Role of Clinical Preceptor:**
1. Discuss learning needs with faculty and student related to course
2. Provide ongoing supervision and direction of student, at the direction of the faculty, consistent with previously documented student ability level and expectations consistent with learning objectives
3. Assist student in professional development, with opportunities to explore the nursing role
4. Demonstrate ways in which the professional nurse interacts collaboratively
5. Provide ongoing feedback to faculty regarding student performance and experiences

**Role of the Nursing Student:**
1. Clearly identify learning needs and objectives with faculty and preceptor
2. Maintain professional appearance and behavior
3. Seek assistance with new or unfamiliar procedures
4. Communicate on a regular basis with faculty and preceptor to plan health care delivery
5. Seek feedback regarding clinical progress and completion of goals and objectives.

The following is from the Ohio Board of Nursing Adopted Rules

4723-5-01 Definitions
(Z) "Preceptor" means a registered nurse or licensed practical nurse who meets the requirements of this chapter, who provides supervision of a nursing student's clinical experience at the clinical agency in which the preceptor is employed, to no more than two students at any one time, and who implements the clinical education plan at the direction of a faculty member participating in the course in which the student is enrolled.

4723-5-10 Qualifications of ad registered nursing education program;
(b) Experience for at least two years in the practice of nursing as a registered nurse and have demonstrated competence in the area of clinical practice in which the preceptor provides supervision to a nursing student;
(c) A baccalaureate degree in nursing is preferred; and
(d) Current, active licensure as a registered nurse in the jurisdiction…where the supervision of a nursing student's clinical experience occurs.

4723-5-17 Program Contractual Relationships
(A) When a program has any type of cooperative relationship with another entity or a separate division within the same entity including, but not limited to, clinical agencies, a written agreement with the cooperating entity shall:
(1) Exist and be current;
(2) Be entered into and signed by the appropriate parties; and
(3) Be on file at the program office;(B) When a program is using preceptors, the contract shall expressly set forth the expectations the preceptors are to fulfill.
<table>
<thead>
<tr>
<th>Agency Name:</th>
<th>Address:</th>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for signing contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Phone</td>
<td>Fax</td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Administrator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Type of Organization**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital</td>
<td>Medical Center</td>
<td>Longterm Care Center</td>
</tr>
<tr>
<td>Ambulatory practice</td>
<td>Private Practice</td>
<td>Private Business</td>
</tr>
<tr>
<td>Educational Site</td>
<td>Community Health Center</td>
<td>Rural Health Clinic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local Health Department</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State Health Department</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indian Health Service Site</td>
</tr>
<tr>
<td></td>
<td>Community Center</td>
<td>Migrant Health Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Federally Qualified Health Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public House Primary Care Grantee</td>
</tr>
<tr>
<td></td>
<td>Healthcare for Homeless Grantee</td>
<td>Primary Medical Care Health Professional Shortage Area</td>
</tr>
<tr>
<td></td>
<td>National Health Service Corp Site</td>
<td>Veterans Hospital/Center</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

If agency is owned or operated by another agency:

**Parent Organization**

<table>
<thead>
<tr>
<th>Address</th>
<th>Telephone:</th>
<th>Fax:</th>
</tr>
</thead>
</table>

If organization operates or owns other agencies covered by contract, name of agencies:

| Contact/ liaison for clinical placements: | Name | |
|-------------------------------------------|------| |
| Title | Phone | Fax |

**Type of Practice**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Care</td>
<td>Family</td>
<td>Oncology</td>
</tr>
<tr>
<td>Adult</td>
<td>Geriatrics</td>
<td>Pediatric</td>
</tr>
<tr>
<td>Adolescent</td>
<td>Gynecology</td>
<td>Primary Care</td>
</tr>
<tr>
<td>Case Management</td>
<td>Home Health</td>
<td>Psychiatric/Mental Health</td>
</tr>
<tr>
<td>Community Health</td>
<td>Obstetric/Perinatal</td>
<td>Rehabilitation</td>
</tr>
<tr>
<td>Chronic/Long Term</td>
<td>Neonatal</td>
<td>School Health</td>
</tr>
<tr>
<td>Critical Care</td>
<td>Occupational Health</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Type of Contract**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New contract</td>
<td>Global contract (all programs)</td>
<td>Program specific contract</td>
</tr>
<tr>
<td>Renewal contract</td>
<td>Undergraduate: BSN</td>
<td>Course</td>
</tr>
<tr>
<td>Updated information</td>
<td>Adjunct</td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Graduate: GEM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Faculty Requesting Contract</th>
<th>Date</th>
</tr>
</thead>
</table>
PROCTORED EXAM PROCEDURE
College of Nursing

Main Campus MS 119
Health Sciences Human Services Bldg 1100
2801 West Bancroft
Toledo, Ohio 43606-3390
419.530.2673

Health Science Campus MS 1026
Collier Building 4424
3000 Arlington Avenue
Toledo, OH 43614-2598
419.383.5859

Carole Young is Director of Testing Center. carole.young@utoledo.edu
Cheryl Still supervises the Proctor Service. cheryl.still@utoledo.edu
Phone number: 4436 or 6566 x3

College of Nursing

1. Determine exam dates and times
2. Prepare exam schedule and provide to Proctor Service before semester starts (course, course
   coordinator, number students, date, time, room and if lecture to follow exam)
3. Develop random seating lists for course, one alphabetic and the other numeric
4. Prepare exams
5. Include "Honesty Statement" for student acknowledgement
6. Leave blank page on back so students can communicate about unclear items.
7. Order a few extra exams in case pages are missing or unreadable.
8. Prepare alternate forms of exam clearly labeled "A" or "B" if seating is close proximity.
9. Clearly number back of each exam and corner of scantron away from bubble area.
10. Complete Test Administration Info Form.
11. Identify an "on-call" faculty member who will be in Collier should issues arise during exam
    administration.
12. Note who will retrieve completed exam materials from Proctor Service.
13. If calculators can be used, determine rules and write on back of form.
14. Deliver exams to Proctor Service
15. Academic Testing Center (Ground floor CCE; use door on left at far end of waiting room).
16. Delivery must be well in advance of exam; secure storage area is provided.
17. Notify Academic Testing Center by phone or email if student will miss exam.
18. Illness and death in family are valid reasons for permission to test at a later date.
19. Late entry not permitted if any student has left exam room.
20. Faculty are not present during an exam.
21. When faculty hold post-review and want to protect exam security, do not allow students to take
   notes.
Proctor Service

13. Arrive 30-60 minutes before scheduled exam to prepare rooms.
14. Open doors for seating when room is ready, usually 15 minutes before start time.
15. Provide seating arrangement for students Exam and scantron number matches seat number.
1. Distributed exams face down; students do not turn over until instructed to do so.
2. Read instructions to students before exam begins.
3. Write "30" and "10" minute warning on board and announce "end" of exam.
4. Organize exams and scantrons in numeric order when exam ends
5. Count exams and scantron forms, write on Test Administration Info Form

Students

6. Student without student ID at time of exam will be allowed to test. However, student must present ID to Course Coordinator/Faculty for verification before exam is scored

ADA Procedure

7. Students with ADA adjustment are tested in the Testing Center. The course coordinator provides the Proctor Service Director with information about requirements.
8. If student is taking an exam mediated by Kurzweil reader software, access to computer with Kurzweil software installed is required.
9. Word Processing Specialist prepares the exam in Word format on disc, as well as a print copy and usual scantron sheet. Delivers material and special form to Testing Center and retrieves same after exam completed.
Before exam day:

Contact the course coordinator if unable to attend exam.

Before the exam:

Leave all personal items such as tote bags and backpacks in a vehicle or locker.
Coats or sweaters cannot be hung on the back of chairs.
Hats are not allowed in the exam room.
All cell phones, pagers and any electronic equipment must be turned off and placed in a locker.
No food, candy or drinks are allowed into the test room.
No tissues are allowed; proctors will provide tissues if needed.
Check exam room door for seat and room assignment.
Remain in hallway until exam room doors are opened.
Students must be seated 15 minutes prior to the start of the exam.
Be On Time! No late entry is allowed once a student leaves the exam room.
Bring student ID. All students are checked-in prior to the start of exam.

During reading of exam instructions:

Students who arrive after the ID check is completed must remain in the back of the room until the exam
has been started. After the start of the exam student may sit in assigned seat. ID will be checked prior to
providing student the exam. No extra time will be given.
Leave examinations face down when distributed.
Count exam pages when instructed to do so. Raise hand if page is missing or unreadable.
Print name on exam book when instructed to do so.
Verify that exam and scantron number matches seat number.
Complete the bubble sheet by entering the following: name, personal code number, test form A or B
Begin exam when instructed.
Beginning and ending exam time will be written on the board in front of the room.
During the exam

Raise hand to use restroom. Proctor will escort student to the restroom. No additional time given. The exam will be “held” in the exam room and returned when arrive back from the restroom break. Read and sign honesty statement. Unprofessional conduct results in immediate dismissal from program.
Use blank sheet on exam book to write questions regarding a test question.

Ending the Exam

Check bubble sheet to make sure all questions are answered before turning in exam. Students may leave the exam early. Turn in the exam book, bubble sheet, and seat number to a proctor before leaving.
Leave room quietly. Students will not be allowed to re-enter the room.
Do not talk outside of exam room.
Leave the testing area entirely; do not stay on Collier second floor.
If students do not leave early, follow the instructions given for ending the exam.
No writing or erasing will be allowed after “Time” is called.
No additional time will be given for transferring answers.
Follow instructions for submission of the exam.

Note: Unprofessional conduct will result in removal from the testing session and grade of “0” on exam.