



THE OHIO STATE UNIVERSITY

COLLEGE OF NURSING

Pattern of Administration

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PATTERN OF ADMINISTRATION

COLLEGE OF NURSING

I. Introduction

This document provides a brief description of the College of Nursing as well as a description of its guidelines and procedures. It supplements the [Rules of the University Faculty](#), and other policies and procedures of the university to which the college and its faculty are subject. The latter rules, policies and procedures, and changes in them, take precedence over statements in this document.

This Pattern of Administration is subject to continuing revision. It must be reviewed and either revised or reaffirmed on appointment or reappointment of the college dean. However, revisions may be made at any time as needed. All revisions, as well as periodic reaffirmation, are subject to approval by the Office of Academic Affairs.

II. College Mission

We exist to dream, discover, and deliver a healthier world.

III. Academic Rights and Responsibilities

In April 2006, the university issued a [reaffirmation](#) of academic rights, responsibilities, and processes for addressing concerns.

IV. Faculty

A. Faculty Appointments

Faculty Rule [3335-5-19](#) defines the types of faculty appointments possible at The Ohio State University and the rights and restrictions associated with each type of appointment. For purposes of governance, the faculty of this college includes tenure-track, clinical, and research faculty with compensated FTEs of at least 50% in the college, and associated faculty.

1. Tenure Track Faculty

The College of Nursing makes tenure-track appointments with titles of assistant professor, associate professor, or professor.

2. Clinical Faculty

The College of Nursing makes clinical faculty appointments. Clinical faculty titles: assistant clinical professor, associate clinical professor, and clinical professor. The appointment cap on clinical faculty in relation to the total of tenure-track, clinical and research faculty is 75% in the College of Nursing.

3. Research Faculty

The College of Nursing makes research faculty appointments. Research faculty titles are research assistant professor, research associate professor, and research professor. Research faculty can comprise no more than 20% of the tenure-track faculty.

4. Associated Faculty

The College of Nursing makes associated faculty appointments. Associated faculty titles: adjunct, TT faculty (less than 50%), visiting faculty, clinical instructor of practice, clinical assistant professor of practice, clinical associate professor of practice and clinical professor of practice. Lecturers are personnel other than graduate teaching associates who are needed for teaching, usually on a part time basis. The titles of lecturer and senior lecturer shall be used for all compensated instructional appointments where other titles are not appropriate.

5. Emeritus Faculty

Emeritus faculty status is an honor given in recognition of sustained academic contributions to the university as described in Faculty Rule [3335-5-36](#). Full-time tenure track, clinical, research, or associated faculty may request emeritus status upon retirement or resignation at the age of sixty or older with ten or more years of service or at any age with twenty-five or more years of service. See the college [Appointments, Promotion, and Tenure Document](#) for additional detail. Emeritus faculty are invited to participate in discussions on non-personnel matters but may not participate in personnel matters, including promotion and tenure reviews, and may not vote on any matter.

Depending on their appointment type, members of the faculty are expected to contribute to the instructional, funded research, scholarship, outreach, and administrative missions and roles of the college. It is neither expected nor considered desirable for all faculty members to make equivalent contributions to each of these missions. Faculty assignments are described in the initial letter of offer and updated during the annual review process based on college needs as well as faculty productivity and career development.

Detailed information about the appointment criteria and procedures for the various types of faculty appointments made in this college is provided in the [Appointments, Promotion and Tenure Document](#).

B. Voting Rights

Faculty members with a 50% or more compensated appointment, whose TIU is in the college, and who hold an appointment as tenure-track faculty, clinical faculty, or research faculty shall have a full vote at college faculty meetings and in faculty elections.

Decisions that require a vote from the faculty body include new courses, course curricular revisions, new programs, academic policies, and an advisory vote on changes in the Pattern of Administration. Only the Committee of the Eligible Faculty (CEF) can vote on changes in promotion and tenure requirements. Decisions are made by majority rule (majority of voting eligible faculty who are eligible to vote in person or online). Faculty must recuse themselves from voting on matters that present a conflict of interest.

Tenure-track faculty may vote in all matters of college governance.

Clinical faculty cannot vote in promotion and tenure cases of tenure-track faculty or promotion cases of research faculty per the Rules of the University Faculty. Clinical faculty may participate in discussions of clinical faculty matters including promotion reviews.

Research faculty are not eligible to vote on the promotion and tenure of tenure-track faculty or the promotion of clinical faculty. Research faculty may participate in discussions of research faculty matters including promotion reviews.

Associated faculty and persons with non-academic appointments are eligible to vote in some committee meetings according to the guidelines for committee structure and responsibilities. On December 6, 2017, the college faculty voted to extend governance rights to associated faculty employed at 50% or greater. Associated faculty may vote in all matters related to items a – d below:

- a. Develop, revise, and evaluate the philosophy, objectives, and the curricula for the College of Nursing.
- b. Initiate, implement, and evaluate policies for the academic programs of the college.
- c. Determine criteria for student admission, progression, and graduation.
- d. Foster an environment conducive to the professional development and well-being of students, faculty, and staff.

Associated faculty may not vote on any matters related to appointments, promotions, or tenure decisions of tenured, tenure-track, clinical or research faculty.

Emeritus faculty may not participate in discussion of or votes on personnel matters.

As defined by Faculty Rule [3335-7-11](#) tenure-track and clinical faculty may be nominated and may serve if elected on the University Senate as a representative of the college.

1. Term Professor

Tenured associate professors and clinical associate professors within the college may be awarded the title Term Professor in recognition of excellence in research, teaching, scholarship, and service. This honorific appointment is aimed at the retention or recruitment of tenured and clinical associate professors in key areas of strategic importance to the college.

Appointment as Term Professor is based upon:

- Rank at the associate professor level
- Potential for or sustained national and international recognition of the highest level of intellectual leadership, excellence and performance in research, teaching, scholarship, and service.

This honorific is limited to no more than 2 tenured associate professors and 2 associate clinical professors in the college. The dean will solicit nominations from associate deans and assistant deans who may submit a nomination letter outlining the key achievements of the faculty member, along with a copy of the faculty member's vita. The dean will review the nominations and select a candidate(s) to receive the honorific.

Compensation: Successful candidates from within the college will receive at least a \$5,000 addition to their base pay and the title "Term Professor". Up to \$10,000 will be added to their research/scholarship/education account for their use to expand their scholarly pursuits.

Responsibilities and Resources: A full-time faculty member with this honorific title may be assigned reduced teaching loads (that is, a re-distribution of responsibilities to allow for focus on areas of excellence) and is expected to mentor faculty and serve in a leadership capacity to assist the college in achieving strategic planning goals.

Term: The term of appointment is up to 3 years or at the dean's discretion based on the outcomes of the appointment.

Reappointment is not allowed.

2. Nursing Distinguished Professor

Distinguished faculty members within the College of Nursing may be awarded the title Nursing Distinguished Professor in recognition of excellence in teaching, research, and service, and demonstrated extra-mural funding and/or national/international impact. This honorific may be awarded to anyone currently in the college or new faculty recruited to the college who meet criteria outlined below.

Internal nominations for a College of Nursing Distinguished Professorship come from the associate deans or assistant deans. The dean, with input from the associate deans and assistant deans will make nominations and appointments of external faculty recruits.

Criteria for consideration of this honorific include:

- Rank of professor
- A minimum of five years' service in the college
- Excellence in teaching, scholarship, and service

To be eligible, internal faculty must not already hold a titled position, such as Eminent Scholar, Distinguished University Professor, or an endowed chair, and must have served at professor rank for at least five years at Ohio State. External candidates recruited into this position must be eligible for professor rank at Ohio State. Eligible faculty must be truly distinguished scholars in their field of specialization, with records of sustained and significant productivity throughout their careers. They must also have a record of excellence in teaching and scholarship and outstanding service to their college, the university, and the profession. Evidence of such distinction may include but is not limited to the following: significant awards for research and creative activity; a major professional or university award; editorship of a major professional journal; or elected position in a prominent professional association. The dean will appoint at least a 3-member committee to review nominations. This committee will then forward their recommendation to the dean, who will make the appointment with input from the associate deans or assistant deans. The honorific is limited to 20% of the college's professors.

Compensation: Successful candidates from within the college will receive at least a \$5,000 addition to their base pay and the title "College of Nursing Distinguished Professor of [area of specialization]." A full-time faculty member with this title being appointed to the college will start at a competitive salary as benchmarked with the American Association of Colleges of Nursing (AACN) salaries for colleges of nursing in an academic health sciences center.

Responsibilities and Resources: A full-time faculty member with this honorific title may be assigned reduced teaching loads (that is, a re-distribution of responsibilities to allow for focus on areas of excellence) and is expected to mentor faculty and serve in a leadership capacity to assist the college in achieving strategic planning goals. Additional resources, such as research funds or graduate or research assistants commensurate with the faculty members' research trajectory and/or responsibilities in the college, may also be awarded at the discretion of the dean. A part-time appointee may engage in college initiatives through activities such as public lectures, guest lectures in courses, and consultations on curriculum development or re-design.

Term: The initial appointment is up to five years. The Distinguished Professors are eligible for

subsequent terms of five years based on a favorable review of the committee and dean. Such professorships must be reserved for the most distinguished senior faculty.

3. Endowed Chairs and Endowed Professorships

Endowed positions illustrate the powerful partnership between faculty and philanthropists in defining areas of discovery and bringing them to life. A specific endowment agreement between the donor and the university sets the purposes of the endowed chair or professorship. Endowments are subject to review by the dean and approval by the Board of Trustees.

In the College of Nursing, endowed positions are used to hire for excellence or clear evidence of potential for excellence. Such appointments are made to attract prominent hires or recognize excellence of existing faculty.

Appointments to endowed chairs are ordinarily made at senior tenure rank. Appointments to named professorships, when appropriate, can be made for early or mid-career faculty.

i. Criteria for Appointment and Reappointment

Appointments to endowed positions are based on an appropriate combination of recognized distinction as a scholar, teacher, researcher, or administrator; potential and willingness to provide leadership in terms of the university's educational, scholarly, and service missions; high levels of collegiality and professionalism; demonstrated leadership and mentorship; and compatibility with the specifications established by the donor of the position. These positions also provide opportunities for leadership through mentorship of students, postdoctoral scholars, and junior faculty. Those who receive this honor must perform as exemplary scholars, excellent colleagues, and be faculty in whose accomplishments the university and donor can rightfully take pride.

All endowed chair and endowed professorship appointments should follow criteria established in the endowment agreement.

Initial appointment to an endowed position should not exceed five years. The appointment, term, and specific expectations are outlined in the initial letter of offer (for new recruits) and in a separate appointment letter (for existing faculty). Successive renewals will be considered throughout the appointee's remaining productive career. Renewal of endowed chairs and professorships is subject to satisfactory performance and continued faculty eminence. There should be no expectation or promise of renewal. In all cases, the university retains the right not to renew for any reason.

ii. Process for Appointment and Reappointment

Appointments and reappointments to endowed chairs or professorships follow the procedures outlined in the [Faculty Appointments Policy](#) [see page 9 of the policy].

To be eligible, internal faculty must not already hold a titled position, such as Eminent Scholar, Distinguished University Professor, and must have served at professor rank for at least five years at Ohio State. External candidates recruited into this position must be eligible for professor rank at Ohio State. Eligible faculty must be truly distinguished scholars in their field of specialization, with records of sustained and significant productivity throughout their careers. They must also have a record of excellence in teaching and scholarship and outstanding service to their college, the university, and the profession. Evidence of such distinction may include but is not limited to the following:

significant awards for research and creative activity; a major professional or university award; editorship of a major professional journal; or, elected position in a prominent professional association. The dean will appoint at least a 3-member committee to review nominations. This committee will then forward their recommendation to the dean, who will make the appointment with input from the associate deans or assistant deans. The honorific is limited to 20% of the college's professors.

Term: The initial appointment is up to five years. Endowed Professors are eligible for subsequent terms of five years based on a favorable review of the committee and dean. Such professorships must be reserved for the most distinguished senior faculty.

V. Organization of the College

To carry out the mission of the College of Nursing, the college is organized and governed by principles consistent with the mission. One guiding principle is that the administration of the college should reflect the value orientations of the profession. A second principle is that governance should be a cooperative enterprise among administrators, faculty, staff, and students whose central educational goals are couched in the context of teaching and learning, respectively. Faculty and staff share responsibility for the ongoing administration of the college through active participation in the decision-making processes of committees. The activities of the college are also governed by the rules of governance, articulated in this document, which set forth the duties and responsibilities of administrators, faculty, and staff, and the purpose, composition, and duties of all college committees. It defines lines of authority and establishes policies for the participation of the entire faculty in the ongoing operation of the college, as well as in curriculum planning, policymaking, and evaluation. (See Organizational Charts in Appendix A)

VI. Overview of College Decision-Making

Policy and program decisions are made by the college faculty as a whole, standing or special committee of the college, or by the dean. The nature and importance of any individual matter determine how it is addressed. College governance proceeds on the general principle that the more important the matter to be decided, the more inclusive participation in decision making needs to be. Open discussions, both formal and informal, constitute the primary means of reaching decisions of central importance.

VII. College Administration

A. Dean

The primary responsibilities of the dean are set forth in Faculty Rule [3335-3-35](#). This rule requires the dean to develop, in consultation with the faculty, a Pattern of Administration with specified minimum content. The rule, along with Faculty Rule [3335-6](#), also requires the dean to prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.

Other responsibilities of the dean, not specifically noted elsewhere in this Pattern of Administration, are paraphrased, and summarized below.

- To preside at meetings of the college faculty and to appoint all college committees unless their membership has been designated by faculty rule or by the college faculty.
- To approve courses of study for students, to warn students who are delinquent in their studies,

and to recommend appropriate student disciplinary action to the appropriate university disciplinary body or official.

- To present candidates for degrees to the president on behalf of the college faculty and to serve as a member of the Council of Deans (see Rule [3335-3-22](#) of the Administrative Code).
- To make recommendations to the executive vice president and provost concerning the college budget, the appointments to, and promotions within the membership of the college faculty.
- To review salary appeals and other faculty issues in a professional and timely manner.
- To facilitate and participate in prescribed [academic unit review](#) processes, in collaboration with the Office of Academic Affairs.

Faculty Rule [3335-3-35](#) provides the following additional responsibilities for TIU heads. Because the Dean of the College of Nursing is also the TIU head, these additional responsibilities apply with respect to the Dean of the College of Nursing (or designee, as identified below):

- To prepare, in consultation with the faculty, a document setting forth policies and procedures pertinent to appointments, reappointments, promotion and tenure.
- To conduct the business of the college efficiently. This broad responsibility includes the acquisition and management of funds and the hiring and supervision of faculty and staff.
- To plan with the members of the faculty a progressive program; to encourage research and educational investigations.
- To assign workload according to the college's workload guidelines (see Section IX) and faculty appointment type (and rank).
- To evaluate and improve instructional and administrative processes on an ongoing basis; to promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty.
- To evaluate faculty members annually in accordance with both university and college established criteria; to inform faculty members when they receive their annual performance and merit review of their right to review their primary personnel file maintained by the college and to place in that file a response to any evaluation, comment, or other material contained in the file.
- To recommend to the Executive Vice President and Provost, after consultation with the eligible faculty, appointments, promotions, dismissals, and matters affecting the reappointment and tenure of members of the college faculty.
- To see that all faculty members, regardless of their assigned location, are offered the privileges and responsibilities appropriate to their appointment type and rank; and in general, to lead in maintaining a high level of morale.
- To maintain a curriculum vitae for all personnel teaching a course in the college's curriculum.
- To see that adequate supervision and training are given to those members of the faculty and staff who may profit by such assistance.

Day-to-day responsibility for specific matters may be delegated to others, but the dean retains final responsibility and authority for all matters covered by this Pattern, subject when relevant to the approval of the Office of Academic Affairs and Board of Trustees.

Operational efficiency requires that the dean exercise a degree of autonomy in establishing and managing administrative processes. The articulation and achievement of college academic goals, however, are most successful when all faculty members participate in discussing and deciding matters of importance. The dean will therefore consult with the faculty on all educational and academic policy

issues and will respect the principle of majority rule. When a departure from majority rule is judged to be necessary, the dean will explain to the faculty the reasons for the departure, ideally before action is taken.

B. Other Administrators

1. Chief Administrative Officer

Prime Function

The Chief Administrative Officer has the responsibility and oversight of CON finances, information technology, legal, human resources and facilities planning. In addition, the Chief Administrative Officer oversees the strategy for growth and development of the College of Nursing's Federally Qualified Health Centers. This role reports to the dean.

Responsibilities

- Development of a centralized budget that is clearly aligned to the priorities of the college and university.
- Assure that the college is effectively connected to other university and medical center units.
- Serves as senior fiscal and administrative officer for the College of Nursing and is responsible for oversight and implementation of fiscal, and facilities functions.
- Appropriate segregation of duties in the processing of all financial and payroll transactions,
- Appropriate mandatory approvals and appropriate mandatory reconciliations.
- Administers the fiscal, human resource and administrative operations of the College.
- Develop and implement College policies and procedures related to fiscal, payroll, risk management, and clinical activities.
- Prepare forecasts, projections of revenue and expense, business plans, and financial analysis.
- Participates in University fiscal committees.
- Functions as liaison on fiscal and administrative matters,
- Represents the dean/leader and serves on committees as requested, works on special projects.
- Serves on College/unit and Executive Committees

2. Senior Associate Dean for Academic Affairs and Educational Innovation

Prime functions:

The senior associate dean for academic affairs and educational innovation is appointed by the dean and has delegated administrative responsibility for the oversight and implementation of the college's academic programs. Reports to the dean. General responsibilities include but are not limited to:

Responsibilities:

- Monitor and implement continuous quality improvement of the academic programs.
- Monitor national initiatives in nursing education and providing innovative leadership to the development, evaluation, and refinement of all academic programs.
- Ensure adherence of the educational programs to state and national standards.
- Work with the offices of diversity, equity and inclusion and student affairs and success staff

to plan and implement an effective student recruitment, advisement, and retention strategy.

- Oversee placement office and collaborate with associate and assistant deans to ensure that appropriate regulatory and national standards for accreditation are followed.
- Implement strategies to address faculty teaching and development.
- Assess the needs of clinical and associated faculty for enhancing scholarship effectiveness.
- Organize the peer evaluation of faculty teaching.
- Assign course teaching responsibilities with the associate and assistant deans.
- Share responsibility with the associate and assistant deans for appointing, orienting and supervising graduate teaching associates.
- Develop class schedule in collaboration with the associate and assistant deans.
- Oversee the process of awarding scholarships to undergraduate and graduate students.
- Oversee compliance process of faculty.
- Represent the college on university committees focused on academic matters.
- Represent the dean as needed.
- Evaluate the annual performance of associate professors who are teaching intensive with input from the senior associate dean for research and transdisciplinary scholarship, the appropriate associate and assistant deans, and center directors.
- Share responsibility with the center directors to evaluate teaching for faculty who fall under center.
- Evaluate annual performance of clinical faculty and other faculty direct reports/for annual reviews.
- Evaluate the performance of faculty and staff with supervisory responsibilities.
- Provide leadership for the preparation and submission of extramural educational grants to support innovation, development, and refinement of academic initiatives.
- Design a system for recruiting, training, evaluating, and recognizing clinical preceptors with input from the associate and assistant deans and the graduate specialty program directors and track heads.
- Collaborate with associate and assistant deans and clinical placement office staff to assure compliance for all student clinical placements.
- Meet regularly with all persons responsible for academic programs (to include the associate deans, assistant deans, graduate studies chair, undergraduate studies chair, program directors and specialty track directors) to monitor admission and progression patterns and identify and address issues that cross specialties and programs.
- Coordinate end-of-program evaluation surveys and follow-ups for graduates
- Complete national surveys related to academic nursing programs and faculty.
- Oversee accreditation, regulatory, and center of excellence documents and site visits.
- Direct the curricular proposals submitted for approvals at the university.

3. Senior Associate Dean for Community Engagement

Prime function:

The senior associate dean for community engagement will work with college leadership to think strategically about community engagement and external partnerships in ways that align with our land-grant mission and our goals of advancing educational, research and creative excellence. The senior associate dean for community engagement will also serve as a liaison to community stakeholders and to the senior vice provost for external engagement and the vice provost for urban research and community engagement in the office of academic affairs.

The senior associate dean will work with units in the college to increase the college's visibility locally and across the state. The college is particularly interested in developing connections and sustainable relationships with K-12 and community-based health-related organization/associations and in nurturing partnerships with community organizations. The position would have oversight responsibilities for budgets, personnel, and leaders of programs and initiatives. The position would also contribute to strategic planning and facilitate research projects and educational programs that involve community participation.

Responsibilities:

- Develop programs and initiatives that connect the college and its stakeholders in the community.
- Align and coordinate college engagement strategies with university goals in this space.
- Consult with directors and program leaders about partnerships.
- Provide strategic leadership for program development, curriculum additions, revisions, and deletions; set priorities for resource needs and participate in strategic and long-range planning.
- Have a passion to advance efforts for diversity, equity, and inclusion and ensure all members of the college's community can thrive and are valued.
- Exercise leadership in the management of any discretionary funds and manage financial resources consistent with college policy and sound financial management principles.
- Work cooperatively with other deans, chairs and directors, faculty, staff, and administrators within the college and the university to further excellence in research, academic programs, community engagement, and external partnerships.
- Serve as an advocate and strategic leader for engagement across the university, in Columbus, and throughout Ohio.

4. Senior Associate Dean for Faculty Affairs

Prime functions:

The senior associate dean for faculty affairs reports to the dean of the College of Nursing and serves as a member of the dean's leadership team, which is responsible for the development and implementation of the college's strategic plan. The successful candidate collaborates with leadership and all areas of the college to coordinate faculty recruitment, retention, promotion, review, and day-to-day operations. The senior associate dean for faculty affairs is responsible for providing overall leadership and oversight for matters related to faculty development, including the establishing of programs, policies, and processes that support faculty in their academic roles as educators, researchers, and translators. This position is required to have a concurrent faculty appointment at a tenured professorial rank (associate professor or professor).

Responsibilities:

- Coordinates dean's office activities, including oversight of performance appraisal process for tenure track, clinical, research and associated faculty.
- Facilitates and advances the promotion and tenure process, working collaboratively with faculty and staff across the college and university as well as with outside parties.
- Oversees tenure-track, clinical, research and associated faculty recruitment processes and works to increase faculty diversity; oversees arrangements for visiting candidates, interviews, and tenure track submissions.
- Collaborates with other areas to ensure timely delivery and robustness of new faculty onboarding.

- Manages faculty conflict of interest processes.
- Works collaboratively with the senior associate deans, associate deans and assistant deans on professional development, research initiatives, and performance management.
- Provides leadership, guidance, and support for enhanced collaboration among tenure track, clinical, research and associated faculty as well as across disciplines and academic programs.
- Provides leadership on shared governance practices and personnel policies within the college and across the university.
- Serves as a resource to faculty on scholarly work and advancement of research agendas, in collaboration with the senior associate dean for research and innovation.
- Serves as a member and/or resource person to College of Nursing and university committees, task forces, and work groups.

5. Senior Associate Dean for Research

Prime functions:

The senior associate dean for research is appointed by the dean and has delegated administrative responsibility for the overall oversight, encouragement, and facilitation of the college's research mission, including the procurement of extramural research funding. Reports to the dean. General responsibilities include but are not limited to:

Responsibilities:

- Monitor and implement continuous quality improvement of the college's research infrastructure and research support activities.
- Monitor trends in nursing research, including identifying potential funding sources and priorities, and communicating the information to faculty.
- Provide direction and leadership to secure resources and facilities to support college's research infrastructure and research support activities.
- Serve as an advocate for research interests in the allocation of resources, faculty workload issues, space and other resources related to research.
- Assess the needs of faculty for research mentorship.
- Facilitate the mentorship of probationary faculty by senior faculty.
- Assess the needs of faculty for enhancing research and grant-preparation skills.
- Evaluate the performance of faculty and staff who report to the ADR.
- Plan scientific integrity training and managing conflict of interest.
- Keep faculty informed of changes in policies and procedures regarding the privacy of health information in research data as well as other federal research policies related to data management, intellectual property, research relationships, and grant applications.
- Serve as data privacy officer.
- Coordinate support for submission of research and training grant proposals for external funding, including peer review.
- Regularly prepare reports of faculty and student research and research funding.
- Liaison between the college and the vice president for research.
- Recommend allocation of faculty travel support for research presentations.
- Recommend allocation of research space and laboratories.
- Represent the college on university committees focused on research or recommend appropriate faculty for appointment to research committees.
- Represent the dean as needed.

- Provide leadership and assistance in writing grants to further develop the research foci and infrastructure of the college.
- Participates in planning research faculty positions, recruiting and evaluating research faculty candidates.
- Serve as liaison for research-related planning and support to the Wexner Medical Center and OSU Health Science colleges; planning and implementing joint activities.
- Oversee and plan research marketing and promotional outreach with the designated research staff and members of the Marketing and Communications team.
- Supervise and evaluate the research support personnel in the Office of Research.
- Oversee contracts and agreements for faculty and student research, including agreements with the OSU Wexner Medical Center, OhioHealth, and Nationwide Children's Hospital Research Institute.
- Oversee and evaluate research administrative activities of the director of the translational bioscience's lab and director of the stress science lab who oversees laboratory functions.
- Coordinate planning of research colloquia, research forums, and visiting scholar lectures with center directors and the director of Ph.D. program.

6. Associate Dean for Baccalaureate Programs

Prime functions:

The associate dean for baccalaureate programs is appointed by the dean and has delegated administrative responsibility for the overall oversight and implementation of the college's baccalaureate programs including: all prelicensure programs, RN to BSN program, BS in Health & Wellness program, and undergraduate certificates. This is a 12-month tenure or clinical track position with administrative effort of 50%. Regular campus presence is expected. Productivity in scholarship and educational grants is an expectation of this position. The associate dean for baccalaureate programs reports to the senior associate dean for academic affairs and educational innovation and serves as a member of the dean's executive team. General responsibilities include but are not limited to:

Responsibilities:

- Securing funding to support programmatic initiatives.
- Monitor and implement continuous quality improvement of the respective academic programs including curriculum and quality indicators.
- Monitor trends in nursing education and provide innovative leadership to the development, evaluation, and refinement of respective academic programs.
- Monitor adherence to accreditation, state, and national standards in academic programs.
- In collaboration with senior associate dean for academic affairs and educational innovation, plan and implement effective student recruitment, advisement, and retention strategies.
- Assess the outcomes and needs of faculty for teaching effectiveness in academic programs.
- Oversee assessment and evaluation of respective academic programs.
- Collaborate on establishment of teaching assignments and course scheduling with the senior associate dean for academic affairs and educational innovation and associate dean for academic programs.
- Share responsibility with associate dean for appointing, orienting, and supervising graduate teaching associates.
- Represent the college on university committees focused on academic matters.
- Represent the senior associate dean for academic affairs and educational innovation as

needed.

- Evaluate faculty performance and provide career counselling.
- Lead faculty recruitment and hiring to meet academic needs.
- Collaborate with the office of clinical placement for recruiting, training, evaluating, and recognizing clinical preceptors in academic programs with input from the senior associate dean for academic affairs and educational innovation and the program directors.
- Meet regularly with all faculty and staff responsible for academic programs.
- Lead student enrollment planning, admission, and progression.

7. Associate Dean for Graduate Clinical Programs

Prime functions:

The associate dean for graduate programs is appointed by the dean and has delegated administrative responsibility for the overall oversight and implementation of the college's graduate clinical programs. graduate interdisciplinary programs and certificates, with specific oversight of the Master of Clinical Research and Graduate Certificates Palliative Care, Clinical Trials Sciences, and Clinical Research Management. This is a 12-month tenure or clinical track position with administrative effort of 50%. Regular campus presence is expected. Productivity in scholarship and educational grants is an expectation of this position. The associate dean for graduate programs reports to the senior associate dean for academic affairs and educational innovation and serves as a member of the dean's executive team. General responsibilities include but are not limited to:

Responsibilities:

- Securing funding to support programmatic initiatives.
- Monitor and implement continuous quality improvement of the respective academic programs including curriculum and quality indicators.
- Monitor trends in nursing education and provide innovative leadership to the development, evaluation, and refinement of respective academic programs.
- Monitor adherence to accreditation, state, and national standards in academic programs.
- In collaboration with senior associate dean for academic affairs and educational innovation, plan and implement effective student recruitment, advisement, and retention strategies.
- Assess the outcomes and needs of faculty for teaching effectiveness in academic programs.
- Oversee assessment and evaluation of respective academic programs.
- Collaborate on establishment of teaching assignments and course scheduling with the senior associate dean for academic affairs and educational innovation and associate dean for baccalaureate programs.
- Share responsibility with associate dean for baccalaureate programs for appointing, orienting, and supervising graduate teaching associates.
- Represent the college on university committees focused on academic matters.
- Represent the senior associate dean for academic affairs and educational innovation as needed.
- Evaluate faculty performance and provide career counselling.
- Lead faculty recruitment and hiring to meet academic needs.
- Collaborate with the office of clinical placement for recruiting, training, evaluating, and recognizing clinical preceptors in academic programs with input from the senior associate dean for academic affairs and educational innovation and the program directors.
- Meet regularly with all faculty and staff responsible for academic programs.
- Lead student enrollment planning, admission, and progression.

8. Assistant Dean for Advanced Practice Registered Nurses (APRN) And master's Education

Prime functions:

The assistant dean for Advanced Practice Registered Nurses (APRN) and master's education is appointed by the dean and has delegated administrative responsibility for the oversight and implementation of the college's academic programs in APRN education, masters in nursing program, and certificate in health and wellness coaching in collaboration with the associate deans. This is a 12-month tenure or clinical track position with administrative effort of 40%. Regular campus presence is expected. Productivity in scholarship and educational grants is an expectation of this position. The assistant dean reports to the associate dean for graduate programs. General responsibilities include but are not limited to:

Responsibilities:

- Assist with continuous quality improvement of the respective academic programs including curriculum and quality indicators.
- Monitor trends in nursing education and provide innovative leadership to the development, evaluation, and refinement of respective academic programs.
- Collaborate with associate deans to monitor adherence to accreditation, state and national regulations and standards in academic programs.
- In collaboration with associate deans, plan and implement effective student recruitment, advisement, and retention strategies.
- Assess the outcomes and needs of faculty for teaching effectiveness in respective academic programs.
- Collaborate with associate deans to oversee assessment and evaluation of respective academic programs.
- Provide input for teaching assignments and course scheduling with the associate deans.
- Represent the college on university committees focused on academic matters.
- Represent the associate deans as needed.
- Evaluate faculty performance and provide mentorship and coaching.
- Collaborate with associate deans for faculty recruitment and hiring to meet academic needs.
- Meet regularly with faculty teaching and advising and staff in respective academic programs.
- Manage student enrollment planning, admission, and progression.
- Participate in securing funding in support of programmatic initiatives.

9. Assistant Dean for Baccalaureate Nursing Programs

Prime functions:

The assistant dean of baccalaureate nursing programs is appointed by the dean and has delegated administrative responsibility for the oversight and implementation of the college's prelicensure and undergraduate academic nursing programs including BSN, LPN-BSN, accelerated BSN, RN-BSN, GE prelicensure programs in collaboration with the associate deans. This is a 12-month tenure or clinical track position with administrative effort of 40%. Regular campus presence is expected. Productivity in scholarship and educational grants is an expectation of this position. The executive director reports to the associate dean for baccalaureate programs. General responsibilities include but are not limited to:

Responsibilities:

- Assist with continuous quality improvement of the respective academic programs including curriculum and quality indicators.
- Monitor trends in nursing education and provide innovative leadership to the development, evaluation, and refinement of respective academic programs.
- Collaborate with associate deans to monitor adherence to accreditation, state and national regulations and standards in academic programs.
- In collaboration with associate deans, plan and implement effective student recruitment, advisement, and retention strategies.
- Assess the outcomes and needs of faculty for teaching effectiveness in respective academic programs.
- Collaborate with associate deans to oversee assessment and evaluation of respective academic programs.
- Provide input for teaching assignments and course scheduling with the associate deans.
- Represent the college on university committees focused on academic matters.
- Represent the associate deans as needed.
- Evaluate faculty performance and provide career counselling.
- Collaborate with associate deans for faculty recruitment and hiring to meet academic needs.
- Meet regularly with faculty teaching and advising and staff in respective academic programs.
- Manage student enrollment planning, admission, and progression.
- Participate in securing funding in support of programmatic initiatives.

10. Assistant Dean for Doctor of Nursing Practice (DNP) Education and Interdisciplinary Programs**Prime functions:**

The assistant dean of DNP education and interdisciplinary programs is appointed by the dean and has delegated administrative responsibility for the oversight and implementation of the college's academic programs in DNP education, Master of Health Care Innovation (MHI), graduate certificate in Healthcare Leadership and Innovation and Master of Health and Wellness in collaboration with the associate deans. This is a 12-month tenure or clinical track position with administrative effort of 40%. Regular campus presence is expected. Productivity in scholarship and educational grants is an expectation of this position. The assistant dean of DNP education and interdisciplinary programs reports to the associate dean for graduation programs. General responsibilities include but are not limited to:

Responsibilities:

- Assist with continuous quality improvement of the respective academic programs including curriculum and quality indicators.
- Monitor trends in nursing education and provide innovative leadership to the development, evaluation, and refinement of respective academic programs.
- Collaborate with associate deans to monitor adherence to accreditation, state and national regulations and standards in academic programs.
- In collaboration with associate deans, plan and implement effective student recruitment, advisement, and retention strategies.
- Assess the outcomes and needs of faculty for teaching effectiveness in respective academic programs.

- Collaborate with associate deans to oversee assessment and evaluation of respective academic programs.
- Provide input for teaching assignments and course scheduling with the associate deans.
- Represent the college on university committees focused on academic matters.
- Represent the associate deans as needed.
- Evaluate faculty performance and provide mentorship and coaching.
- Collaborate with associate deans for faculty recruitment and hiring to meet academic needs.
- Meet regularly with faculty teaching and advising and staff in respective academic programs.
- Manage student enrollment planning, admission, and progression.
- Participate in securing funding in support of programmatic initiatives.

11. Assistant Dean for International Educational Initiatives

Prime functions:

The assistant dean for International Educational Initiatives is appointed by the dean and responsible for developing, implementing, and evaluating an international educational strategy that supports the academic success of students' global opportunities in alignment with the strategic goals of the College of Nursing. This is a 12-month tenure track or clinical track position. Productivity in scholarship and educational grants is an expectation of this position.

Responsibilities:

- Enhance and diversify global learning opportunities in academic nursing programs.
- Oversee students timely progress through CON's Global Opportunities (GO) distinction including teaching and evaluating their final GO capstone course N3431.
- Oversee final preparation and ongoing compliance of CON International MOUs and faculty compliance for serving as Resident Directors (RDs) on study abroad experiences.
- Foster faculty Collaborative Online International Learning (COIL) expertise through mentorship and training initiatives
- Work collaboratively with your colleagues in academic affairs in the CON to ensure excellence in educational offerings and operations related to all aspects of student engagement with our international educational initiatives.

Evaluation of Assistant Deans, Associate Deans, and Center Directors

Every four years, key stakeholders will be given the opportunity to give feedback on center directors, associate deans and assistant deans in a way that preserves anonymity.

Leadership Team

The Leadership Team members are appointed by the dean and convened at the discretion of the dean.

C. Committees

Much of the development and implementation of the college's policies and programs is carried out by standing and ad hoc committees. The dean is an ex officio member of all college committees and may vote as a member on all committees except the Committee of Eligible Faculty and the Appointments, Promotions and Tenure Committee.

The college has several standing, ad hoc, and appointed committees that assist with college operations. The list of committees and current members is available on the college intranet.

Term lengths: Unless otherwise indicated, all committee chairs will serve a three-year term and can serve no more than two consecutive terms as chair. Committee faculty members will be elected for three-year staggered terms and can serve no more than two consecutive terms. Student members will be appointed annually on a volunteer basis.

Students: All are appointed members, unless there is more than one student appointed and then an election is held. All are non-voting. Active student input is encouraged and always taken under advisement.

1. Appointments, Promotions and Tenure (APT) Committee

Membership:

Chair: Professor elected by the committee. The APT chairperson also serves as chair of the Committee of the Eligible Faculty (CEF). The APT Committee is a subcommittee of the CEF. See the College's [Appointments, Promotion and Tenure document](#) for additional information.

Five (5) elected Members:

- Two tenured professors
- One tenured associate professor
- One clinical professor in second or subsequent term
- One associate clinical professor in second or subsequent term

The committee can be expanded to include non-probationary research faculty when a candidate for promotion is a research faculty.

Functions (in addition to those listed in Section VI.D of the [Appointments, Promotion and Tenure document](#)):

1. Reviews the background of applicants for tenure-track, clinical or research faculty positions for appropriate rank prior to appointment.
2. Reviews the APT document with prospective faculty during their interviews on campus to clarify college criteria related to faculty rank, tenure, and promotion.
3. Plans faculty forums addressing topics related to scholarship, faculty productivity, and college criteria for promotion, reappointment and tenure and related appropriate documentation.
4. Prepares written reports of the assessment and vote of the committee of eligible faculty for inclusion in the dossier on each candidate.
5. Periodically reviews college criteria for promotion and tenure in light of university and professional standards and makes recommendations to the faculty for change.
6. Schedules and conducts the fall meeting of all eligible faculty (tenured, clinical and research faculty in at least their second term appointment) in accordance with university timelines for promotion and tenure reviews.
7. Develops and distributes policies regarding group/meeting procedures to faculty.
8. Provides input to dean and supervisor on faculty performance.
9. Provides mentorship to junior faculty relative to the promotion and tenure criteria and career progression.
10. Reviews proposals for Faculty Professional Leave.

2. Investigations Committee

In accordance with Faculty Rule [3335-5-04](#), the College of Nursing shall have an Investigations Committee. The College Investigations Committee is composed of seven tenured faculty members appointed to two-year staggered terms. The senior associate dean for research serves as non-voting chair of the College Investigations Committee.

The Investigations Committee follows the investigations process established in Faculty Rule [3335-5-04](#).

3. Faculty Salary Appeals Committee

In accordance with Office of Academic Affairs requirements, the College of Nursing shall have a Faculty Salary Appeals Committee to review faculty salary appeals, and to make recommendations to the dean concerning the disposition of such cases. The Faculty Salary Appeals Committee is an ad-hoc committee composed of the faculty members of the college leadership team.

The Faculty Salary Appeals Committee follows the appeals process established in the Office of Academic Affairs [Policies and Procedures Handbook](#).

4. Graduate Studies Committee

Membership:

Chair: A P status faculty member elected by the voting members of the faculty. Chair elect: P status tenure track/tenured faculty member (non-voting), 1 year term in the last year of the chair's term followed by 3-year term as chair)

Vice Chair: P status tenure track/tenured faculty member (non-voting), 2-year term in the last 2 years of the chair's term followed by 3-year term as chair)

All elected members must have M or P graduate faculty status. The chair and vice chair are in addition to the elected members. Student members from each graduate program will be appointed to serve in advisory roles.

Elected members:

- Five (5) faculty, one of whom is tenured and one of whom is certified as an advanced practice nurse.

Appointed Members:

- Seven (7) students: One graduate entry, one traditional MS, one Master of Healthcare Innovation, one PhD student, one DNP student and one MCR student, one DNE student.
- Ex-officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, program directors, graduate program manager.

Functions:

1. Carries out specific functions required by the Graduate School and the dean of the College of Nursing.
2. Reviews faculty for Graduate School appointment.
3. Reviews and recommends to the faculty for approval or modification the aims, objectives,

- philosophy, conceptual framework, and offerings of the graduate programs.
4. Reviews and approves revisions in existing courses, changes in course content, and changes in course titles or credits, and forwards to the faculty for approval.
 5. Initiates and/or reviews proposals for new courses and/or any reorganization of the curriculum and makes recommendations to the faculty for approval.
 6. Evaluates outcomes of the graduate programs.
 7. Recommends to the faculty criteria consistent with the Graduate School for admissions, progression, and graduation.
 8. Reviews and selects candidates for admission to the graduate program.
 9. Monitors progression of students in the graduate program.
 10. Acts upon student petitions for exceptions to or modifications of policies or procedures for progress in (including reinstatements) and graduation for the graduate programs.
 11. Selects candidates for fellowships, grants, and honors.
 12. Communicates with graduate student recruiters regarding design, implementation, and outcomes of graduate student recruitment strategies.

5. MCR Program Subcommittee

The MCR Program Subcommittee is a permanent subcommittee of the Graduate Studies Committee (GSC). It reports to the Graduate Studies Committee.

Membership:

Chair: MCR Program Director

Category M and P faculty are elected and MCR student representatives are appointed annually.

Elected Members:

- Three (3) faculty: One with P faculty status and two with M faculty status.

Appointed Members:

- One (1) Student: MCR student
- Ex-officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, graduate studies committee chairperson.

Functions:

1. Advises the GSC about MCR curriculum implementation including the development of new courses and proposals to alter the curriculum.
2. Monitors programmatic quality indicators and consistency of the curriculum with national standards.
3. Presents program evaluation data to the GSC annually.
4. Reviews applications, conducts interviews of applicants, and recommends MCR program applicants for admission to the GSC.
5. Monitors progression of students in the MCR program.

6. Undergraduate Studies Committee

Membership:

Chair: An M or P status faculty member elected by the voting members of the faculty. 3-year term

Chair elect: An M or P status faculty member (non-voting), 2- year term in the last 2 years of the

chair's term followed by 3-year term as chair)

Elected members:

- Eight (8) faculty: Four tenure-track or clinical faculty, at least one of whom is tenured; and four salaried associated faculty who provide direct clinical supervision.
- One (1) associated faculty member from OSUMC appointed by the chief nursing executive of OSUMC.

Appointed Members:

- Two (2) students: One undergraduate ombudsperson, one additional student selected by peers, and one peer-selected alternate who attends when the regular student committee member is unable.
- Ex-officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, program directors and academic advisor.

Functions:

1. Reviews and recommends to the faculty for approval modifications of the aims, objectives, philosophy, conceptual framework, and offerings of the undergraduate programs.
2. Reviews new courses and approves revisions in existing courses, changes in course content, and changes in course titles or credits, and forwards to the faculty for approval.
3. Initiates and/or reviews proposals for new courses and/or any reorganization of the curriculum and makes recommendations to the faculty for approval.
4. Establishes and implements and process for evaluating outcomes of the undergraduate curriculum.
5. Recommends to the faculty criteria consistent with those of the university to be utilized in selecting, progressing, and graduating students in the undergraduate program.
6. Develops policies, practices, and procedures to expedite progression through the program, subject to faculty or administrative approval.
7. Receives and acts upon student petitions for any exceptions to or modifications of prevailing policies or procedures for progress in and graduation from the undergraduate program.
8. Implements policies to guide decisions about progression, graduation, and requests for reinstatement to the undergraduate program.
9. Appoints one member to serve as voting member and liaison to the Undergraduate Admissions Committee.
10. Appoints one member and one alternate to serve on the Professional Misconduct Committee.
11. Creates structure for awards and selects candidates for awards and honors.

7. Undergraduate Admissions Committee

The Undergraduate Admissions Committee is a permanent subcommittee of the Undergraduate Studies Committee (UGS).

Membership:

Chair: Elected by the committee.

Elected Members:

- Six (6) faculty: at least one of whom is a tenure-track faculty member.

Appointed Members:

- One (1) faculty member from Undergraduate Studies Committee.
- Ex-officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, academic advisor, and diversity coordinator.

Functions:

1. Reviews and recommends candidates for admission to the prelicensure nursing program to the Undergraduate Studies Committee.
2. Makes recommendations for revision of admissions criteria to the Undergraduate Studies Committee.
3. Develops practices and procedures for reviewing applicants subject to faculty or administrative approval.

8. Honors Program Committee

The Honors Program Committee is a subcommittee of the Undergraduate Studies Committee (UGS).

Membership:

Chair: Tenure/Tenure-Track appointed by the senior associate dean for academic affairs and educational innovation

Elected Members:

- Three (3) faculty members on clinical or tenure-track

Appointed Members:

- Ex-officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, UGS Chair

Functions:

1. Reviews and approves applications to the Honors program.
2. Advises the UGS about honors curriculum.
3. Makes recommendations for honors requirements.
4. Monitors student progression in honors.
5. Oversees standards of academic attainment leading to "Honors Research Distinction in Nursing."

9. Professional Misconduct Committee

Membership:

Chair: Appointed by the dean.

Elected members:

- Eight (8) faculty: Two tenure-track, at least one of whom is tenured; two clinical faculty, at least one of whom provides graduate clinical supervision; four associated faculty, at least two of whom provide clinical supervision.

Appointed Members:

- Two (2) student peers: appointed by the chair of the Professional Misconduct Committee.
- Ex-officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, college secretary.

Functions:

1. Serves as a joint standing subcommittee of Undergraduate Studies and Graduate Studies Committee.
2. Conducts hearing procedures in accordance with the procedures outlined in the relative student handbook.
3. Conducts hearings in accordance with the procedures outlined in the Undergraduate or Graduate Handbook for suspected incidences of professional misconduct by students enrolled in the College of Nursing that are reported to the chair of the Professional Misconduct Committee.

10. PhD Program Subcommittee

The PhD Program Committee is a permanent subcommittee of the Graduate Studies Committee (GSC).

Membership:

Chair: PhD Program Director.

Category P faculty are elected, and one (1) PhD student representative is appointed annually.

Elected Members:

- Three (3) tenure-track faculty: at least one of whom is an assistant professor.

Appointed Members:

- One (1) Student: PhD student
- Ex-Officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, graduate studies committee chairperson.

Functions:

1. Advises the GSC about PhD curriculum implementation. Collects and presents programmatic quality indicators, as directed by GSC.
2. Reviews and recommends PhD program applications for admission to GSC.
3. Implements the Preliminary Examination Process, as directed by GSC.

11. DNP Program Subcommittee

The DNP Program Committee is a permanent subcommittee of the Graduate Studies Committee (GSC).

Membership:

Chair: DNP Program Director.

Category M and P faculty are elected, and DNP student representatives are appointed annually.

Elected Members:

- Five (5) faculty holding M or P status.

Appointed Members:

- One (1) Student: DNP student
- Ex-officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, graduate studies committee chairperson

Functions:

1. Advises the GSC about DNP curriculum implementation including the development of new courses and proposals to alter the curriculum.
2. Monitors programmatic quality indicators and consistency of the curriculum with the DNP Essentials and NONPF standards.
3. Presents program evaluation data to the GSC annually.
4. Reviews applications, conducts interviews of applicants, and recommends DNP program applicants for admission to the GSC.
5. Implements and evaluates the Professional Doctoral Examination and the formats for the final project.
6. Monitors progression of students in the DNP program.

12. DNE Program Subcommittee

The DNE Program Committee is a permanent subcommittee of the Graduate Studies Committee (GSC).

Membership:

Chair: DNE Program Director

Category M and P faculty are elected and DNE student representatives are appointed annually.

Elected Members:

- Five (4) faculty holding M or P status
- One (1) Student: DNE student and one (1) alternate
- One (1) Ex-officio: Graduate Studies Committee chairperson, senior associate dean for academic affairs and educational innovation, and DNE Co-Director (if not elected)

Functions:

1. Advises the GSC about DNE curriculum implementation including the development of new courses and proposals to alter the curriculum.
2. Monitors programmatic quality indicators and consistency of the curriculum with national standards.
3. Presents program evaluation data to the GSC annually.
4. Reviews applications, conducts interviews of applicants, and recommends DNE program applicants for admission to the GSC.
5. Implements and evaluates the Professional Doctoral Examination and the formats for the final project.
6. Monitors progression of students in the DNE program.

13. MHI Program Subcommittee

The MHI Program Subcommittee is a permanent subcommittee of the Graduate Studies Committee

(GSC). It reports to the Graduate Studies Committee.

Membership:

Chair: MHI Program Director.

Category M and P faculty are elected and MHI student representatives are appointed annually.

Elected Members:

- Three (3) faculty holding M or P status.

Appointed Members:

- One (1) Student: MHI student
- Ex-officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, graduate Studies Committee chairperson

Functions:

1. Advises the GSC about MHI curriculum implementation including the development of new courses and proposals to alter the curriculum.
2. Monitors programmatic quality indicators and consistency of the curriculum with national standards.
3. Presents program evaluation data to the GSC annually.
4. Reviews applications, conducts interviews of applicants, and recommends MHI program applicants for admission to the GSC.
5. Monitors progression of students in the MHI program.

14. RN to BSN Subcommittee

The RN to BSN subcommittee is a subcommittee of the Undergraduate Studies Committee (UGS).

Membership:

Chair: RN to BSN Program Director or lead faculty.

Elected Members:

- Three (3) faculty: at least one of whom is M or P status.

Appointed Members:

- One (1) member from Undergraduate Studies Committee.
- Ex-officio members: Senior associate dean for academic affairs and educational Innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, UGS Chair, Academic Advisors.

Functions:

1. Reviews and recommends candidates for admission to the RN to BSN program to the undergraduate studies committee.
2. Makes recommendations for revision of admissions criteria to the UGS.
3. Develops practices and procedures for reviewing applicants subject to faculty.
4. Advises the UGS about RN to BSN curriculum implementation including the development of new courses and proposals to revise the curriculum.
5. Monitors progression of students in the RN to BSN program.
6. Monitors RN to BSN program outcomes and report to UGS.

15. HWIH Subcommittee

The HWIH subcommittee is a subcommittee of the Undergraduate Studies Committee (UGS).

Membership:

Chair: HWIH Program Director(s).

One (1) Appointed member from Undergraduate Studies Committee.

Elected Members:

- Three (3) faculty: at least one of whom is P status.

Appointed Members:

- Ex-officio members: Senior associate dean for academic affairs and educational innovation, associate dean for baccalaureate programs, associate dean for graduate programs, and/or their designee, UGS Chair, academic advisors.

Functions:

1. Reviews and selects candidates for admission to the HWIH program.
2. Makes recommendations for revision of admissions criteria to UGS.
3. Develops practices and procedures for reviewing applicants subject to faculty.
4. Advises UGS about HWIH curriculum implementation including the development of new courses and proposals to revise the curriculum.
5. Monitors progression of students in the HWIH program.
6. Monitors HWIH program outcomes and report to UGS.

16. Diversity, Equity, and Inclusion (DEI) Committee

Membership:

Chair: Appointed by the dean

Elected Members:

- Four (4) faculty and three (3) staff who express a desire to serve on the committee. Each faculty and staff member will serve a three-year term.

Appointed Members:

- Three (3) students: One Diversity, Equity, and Inclusion Student Advocate, one graduate student, one undergraduate student. **Each student member will serve a one-year term, eligible for renewal. New students are always encouraged to apply for membership.
- Two (2) Ex-officio: Chief Diversity Officer and Director of Equity and Inclusion

Meetings are open to all faculty, staff, and students, regardless of membership on the committee.

Functions:

The Diversity Committee works in collaboration with the Office of Diversity, Equity, and Inclusion to:

1. Participate in the development of and dissemination of climate wellness results and recommended actions to executive leadership team, faculty, staff, and students.
2. Organize, facilitate, and support diversity-oriented educational programs that enrich prospective and current student, faculty, and staff experiences.
3. Identify and host speakers and trainings on diversity for student orientations and faculty

forums.

4. Advocate for the unique needs of our faculty, staff, and students to further promote equitable inclusion.

17. Faculty Search Committees: Associated, Clinical and Tenure-Track

The College of Nursing Faculty Search Committees for Associated, Clinical and Tenure-Track are Ad Hoc Committees formed for specific purposes with membership appointed based on the needs of the college, committees and at the discretion of the dean. Search procedures must entail substantial faculty involvement and follow the [SHIFT](#) Framework for faculty recruitment. The dean establishes and approves a search process. This approval may or may not be accompanied by constraints regarding salary, rank, and field of expertise.

18. Staff Advisory Committee

The College of Nursing Staff Advisory Committee (CONSAC) has a mission to serve as an advisory body to the dean of the College of Nursing by maintaining an active and participatory line of communication with staff; to provide a forum through which college staff can raise, discuss, and make recommendations; and to support the college's mission.

Statement of Purpose

To provide input and make recommendations to administration on matters relating to college operations, budget, and staffing. Provide staff a means for proactive participation in college goal setting and decision-making. Encourage involvement, initiative, and leadership among staff members. Promote the core values, mission, and goals of the college.

Membership:

Elected Members:

- One (1) Chair
- One (1) Vice Chair
- One (1) Secretary
- One (1) Elected Member-additional elected staff members.
- Ex-officio: dean

19. Dean's Student Advisory Council

- Article 1 – Name, Purpose, and Non-Discrimination Policy Dean's Student Advisory Council of the College of Nursing

The purpose is to advise the dean of the College of Nursing on matters pertaining to students such as academics, communication, activities, student life, and college relations.

This organization and its members shall not discriminate against any individual(s) for reasons of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status.

- Article 2 – Membership
Any student admitted and enrolled in the College of Nursing may be a member.
Students may join at any time of the year by notifying the Student Ombudsperson of their intention to join.

Members may attend any meeting of the organization.

Voting membership is limited to currently enrolled Ohio State College of Nursing students. One member from the Office of Student Affairs is ex-officio.

Faculty and staff are encouraged to join but as non-voting members.

- **Article 3 – Organization Leadership**

The dean of the College of Nursing or designee will lead each meeting.

The Student Ombudsperson serves as Secretary to the organization and will announce meetings, solicit agenda items, distribute the agenda, take minutes, and distribute minutes of each meeting.

The term of the Student Ombudsperson is one year.

- **Article 4 – Meetings and frequency**

Meetings occur 1-2 times per semester depending on needs of the organization and agenda.

Meeting days and times vary in order to permit attendance by the wider membership.

Members are not required to attend meetings.

- **Article 5 – Rules**

The official rules for the dean's student advisory council are Roberts Rules of Order, Revised

The Student Ombudsperson is responsible for administering the rules.

D. Centers

The college has centers of excellence that will further the mission of the college, raise its visibility locally and nationally/internationally, differentiate it from other colleges and schools of nursing throughout the nation, facilitate external funding, and propel it forward in innovation, discovery, and leadership.

1. Establishment of College Centers

College centers will have some mix, with variable emphases, of research/scholarship, instruction, service, clinical/teaching/professional practice, or outreach missions; and should draw upon faculty from more than one college.

Faculty members wishing to establish a college center should first consult with the dean. With the dean's support, the faculty members should create proposal to the dean addressing the following:

- i. **Mission:** Explain the mission of the center and how it is aligned with the college's strategic plan, including:
 - a) The missions of the college (research, teaching, service, or outreach) most relevant to the center.
 - b) The interdisciplinary nature of the center.
 - c) The goals of the center that cannot be met within existing academic units.
- ii. **Faculty:** Describe the level of faculty interest and commitment to the center, including:
 - a. The criteria for selecting the center's faculty membership.
 - b. A list of Faculty expressing interest in associating with the center and accompanying documentation that the dean supports such involvement.
 - c. The extent to which staff and students will be involved and supported.
- iii. **Administration:** Describe the administrative structure and responsibilities of the

director and oversight committee, including:

- a. The name of the director or interim director of the center.
 - b. The proposed responsibilities of the director.
 - c. The function(s) and composition of the oversight committee. Center oversight committees within the College of Nursing must have a majority faculty membership.
 - d. The main components of a pattern of administration for the center (to be formally completed and approved by the dean within a year of center establishment).
- iv. Budget/Funding: Specify budget and funding sources for the center, including:
 - a. The expected budget for the first year of operation.
 - b. Funding sources and one-time and recurring costs.
 - c. Existing or new equipment, space and facilities needed to establish the center.
 - d. The sustainability of the center, including possibilities for external funding and details of related funding proposal submissions.
 - v. Evaluative Criteria and Benchmarks: Propose and define specific criteria and benchmarks against which the center will be measured.
 - vi. Supporting Materials: Solicit and include letters of support from relevant leadership within the college, interested parties outside the college, and entities with similar emphases at other universities.

A college academic center shall be administered by a director who shall be appointed by and report to the dean for a four-year term. The director is eligible for reappointment after undergoing formal reappointment review conducted in the fourth year of the director's term by the faculty members of the center oversight committee. The recommendation of the review committee is advisory to the dean.

Each college center will establish an oversight committee. The center director, in collaboration with the dean, will name an oversight committee, at least two-thirds of whose members are faculty from the academic units involved in the center. The director will consult regularly with the oversight committee. Proposals for new centers must be submitted to the dean.

2. Review of College Centers

College centers will be reviewed two years after initial establishment and at three-year intervals thereafter. The Executive leadership team will review using the following information.

- i. Mission.
 - a) Original mission statement.
 - b) Proposal establishing the center.
 - c) Annual reports.
 - d) Description or list of all center activities, events, and initiatives that have contributed to fulfilling the mission and objectives of the center. If current activities differ from those originally envisaged or articulated in the mission statement, explain this evolution.
- ii. Faculty and Student Involvement and Contribution.
 - a. List of current faculty and graduate student affiliates or associates.
 - b. List of past faculty and graduate student affiliates or associates.
 - c. List of all faculty publications, lectures, grants, or other activities related to

- their work with the center, focusing on those that contribute most centrally to the mission of the center.
 - d. List of all student publications, lectures, grants, or other activities related to their work with the center.
- iii. Administrative Structure and Responsibilities.
 - a. Description of administrative structure.
 - b. Responsibilities and activities of all administrative staff, indicating their contributions to the mission of the center and its objectives.
 - c. Indicate the contributions made by the oversight committee to the mission of the center and its objectives.
 - d. Pattern of administration.
- iv. Budget.
 - a. Current budget.
 - b. Projected budget for the next three years.
 - c. Past budgets since last review.
 - d. Description of the budgetary context for the center, outlining specific information regarding those expenses charged to the university's general funds. Externally generated funds produced by the center should be itemized and inked to the functions and services articulated in the mission statement.
- v. Evaluative Criteria and Benchmarks.
 - a. List of evaluative criteria and benchmarks articulated in the original center proposal, identifying, and describing the degree to which the center has met (or failed to meet) its stated evaluative criteria and benchmarks.
 - b. Identify and justify any new evaluative measures and describe the degree to which the center has met these criteria or benchmarks.
 - c. Provide any specific narrative information or data as appropriate, and attach as appendices any documentation (e.g., letters of recommendation, awards, and news releases) that demonstrate how the center has met its criteria or benchmarks.

After discussing these materials with the center director and the oversight committee, the Executive leadership team will make an advisory recommendation to continue or discontinue the center.

3. Center for Healthcare Innovation and Leadership

The Mission of the Center for Healthcare Innovation and Leadership is to Inspire the next generation of healthcare leaders through creativity, collaboration, and cutting-edge technology. This is done through innovative programming, coaching, fostering an entrepreneurial mindset, commitment to positive disruption and human centered design. The hubs of the Center include Creation, Leadership, Extended Reality Tech, Healthcare Design, and Entrepreneur.

4. Center of Healthy Aging, Self-Management and Complex Care

The mission of the Center for Healthy Aging, Self-Management, and Complex Care is to positively impact the health of adults of all ages through bench-to-population-based transdisciplinary research in six broad areas of inquiry: symptom science, health equity, cognition, acute and chronic conditions, health promotion, and social determinants of health. The center is led by a director. An associate director may be appointed by the dean with input from the director.

5. Martha S. Pitzer Center for Women, Children and Youth

The mission of the Martha S. Pitzer Center for Women, Children and Youth is to foster collaboration, outreach, research, educational, and translational activities to optimize the highest levels of health and wellness outcomes in infants, children, adolescents, and women. The center is led by a director. An associate director may be appointed by the dean with input from the director.

E. Other

1. The Helene Fuld Health Trust National Institute for Evidence-based Practice (EBP) in Nursing and Healthcare

The Helene Fuld National Institute for EBP is an innovative enterprise comprised of evidence-based practice experts who foster EBP for the ultimate purpose of improving quality of care and patient/family health outcomes. The dean appoints the executive director. The senior director reports to the executive director.

2. Office of Research and Innovation

The Office of Research and Innovation provides important resources to support faculty and student research and scholarly activities, including significant grants development support and access to statistical consultants and scientific editors. The office is under the direction of the senior associate dean for research and innovation, who reports to the dean. The office of research is staffed by two biostatisticians who provide statistical support and consultations on research design and methodology; a data manager; grants management specialists to assist with grant submission and pre/post award management; an administrative coordinator, and a research regulatory coordinator to help with IRB applications and compliance-related functions. The director of the translational bioscience's lab and director of the stress science lab provide oversight for biological research, supported by resources including two wet laboratories that are staffed by a two fulltime research assistant and are available to consult with faculty and students on laboratory methods and to assist with assays as needed.

VIII. College Faculty Meetings

The dean will provide to the faculty a schedule of college faculty meetings at the beginning of each academic term. The agenda is set by a call for agenda items at least one week prior to scheduled faculty meetings. The quorum for college meetings will consist of a simple majority of the voting faculty members who are present. Faculty who are on approved leave or special assignment and unable to attend may vote in absentia prior to the faculty meeting. Decisions that require a vote from the faculty include new courses, course curricular revisions, new programs, academic policies, changes in promotion and tenure requirements, and an advisory vote for changes in the Pattern of Administration. Special policies pertain to voting on personnel matters, and these are set forth in the college's [Appointments, Promotion and Tenure Document](#). Decisions are made by majority rule (majority of voting eligible faculty who are eligible to vote in person or online). Items from standing college committees that require a faculty vote may be added to the faculty meeting agenda.

For purposes of a formal vote, a matter will be considered decided when a particular position is supported by at least a majority of all faculty members eligible to vote. When a matter must be decided and a simple majority of all faculty members eligible to vote cannot be achieved on behalf of any position, the dean will necessarily make the final decision.

The college accepts the fundamental importance of full and free discussion but also recognizes that such discussion can only be achieved in an atmosphere of mutual respect and civility. Normally, faculty meetings will be conducted with no more formality than is needed to attain the goals of full and free discussion and the orderly conduct of business. However, Robert's Rules of Order will be invoked when more formality is needed to serve these goals.

Faculty forums will be scheduled on a regular basis each semester. Forums are the venue for discussion of topics of importance to faculty, such as academic programs, courses, academic policies, faculty development, and appointment, promotion, and tenure requirements. Any standing college committee may recommend topics for forums to the appropriate designee. The requesting faculty member is responsible for the agenda, handouts, and other materials for the relevant forum.

Special faculty meetings may be called by the dean or designee or upon the request of one-third of the voting faculty members. A request for a special meeting is to be sent to the dean with a clear purpose stated for the meeting. Minutes of all faculty meetings are recorded, kept on file, and distributed to all faculty members. Faculty are given the opportunity to amend/approve the minutes from the previous meeting at the beginning of the following meeting.

IX. Distribution of Faculty Duties, Responsibilities, and Workload

The roles and responsibilities detailed below are consistent with the overall mission of a major, public, research-intensive university. However, this policy does not constitute a contractual obligation for any individual faculty member as changes in demands and individual circumstances may warrant deviations from the expected norms delineated in the policy. While there is considerable freedom built into the faculty members' work in the college, there are certain obligations that all faculty members are expected to meet. These include course commitments and attendance at college meetings including faculty meetings, course meetings, curriculum workdays, committee meetings, faculty development meetings and forums, college recognition ceremonies and functions, and convocation.

The overarching goal of the university is to become one of the world's great public research and teaching universities. All faculty are expected to contribute to meeting these objectives. However, it is recognized that at different times during a faculty member's career, the contribution in one or two areas may predominate and exceed contributions in the other areas. This variation must result from agreement between the dean and the faculty member. When such a variation occurs, excellence is still expected, and the relative proportion of effort dedicated to specific activities will be adjusted. In total however, the college will be judged according to how well it meets the university's goals and objectives.

A full-time faculty member's primary professional commitment is to The Ohio State University. All employees must disclose outside activities for review and approval by the supervisor before engaging in them. Faculty who have professional commitments outside of Ohio State (including teaching or practicing at another institution; conducting research for an entity outside of Ohio State; external consulting) must disclose and discuss these with the dean in order to ensure that no conflict of commitment exists. Information on faculty conflicts of commitment is presented in [the Policy on Outside Activities and Conflicts](#).

During on-duty periods, faculty members are expected to be available for interaction with students, research, and faculty meetings and events even if they have no formal course assignment. Every member of the faculty who is assigned instruction is expected to establish and maintain regular office hours in order to be readily available to students. Faculty should be available a minimum of four hours for office

hours per week. Faculty may hold office hours online. On-duty faculty members should not be away from campus for extended periods of time unless on approved leave (see section XII) or on approved travel.

Telework exception: Faculty members with responsibilities requiring in-person interaction are to work at a university worksite to perform those responsibilities. Telework and the use of remote, virtual meetings are allowed at the discretion of the dean if such work can be performed effectively, and faculty members are able to fulfill their responsibilities. Telework will be encouraged under certain circumstances if it serves the needs of the dean, college, university, and/or community. The dean has the discretion to require faculty to work on campus if there are concerns that responsibilities are not being fulfilled through telework.

In crisis situations, such as life-threatening disease (COVID, for example) or physical dangers (natural disasters, for example), faculty duties and responsibilities may be adjusted by the dean to consider the impact over time of the crisis. These adjustments may include modifying research expectations in order to maintain teaching obligations. These assignment changes must be considered in annual reviews.

The College of Nursing embraces the university's goals and objectives and also has a stated goal of excellence in clinical practice. As an academic unit within a doctoral/research intensive institution, excellence in research is expected. In order to advance these goals and to achieve excellence in all three missions, the following guidelines for assignments are adopted.

A. Tenured and Tenure-track Faculty

Tenure-track faculty members are expected to teach, conduct research that has been extramurally funded by national peer review, publish, provide service to the college, university, and profession, contribute to the university's mission via teaching, scholarship, and service. When a faculty member's contributions decrease in one of these three areas, additional activity in one or both of the other areas is expected.

1. Teaching

The university's and college's goal is to provide students with the highest quality educational experience that will prepare them for the professional roles they will assume. To accomplish this, faculty are expected to possess knowledge of core material, relevant clinical specialty, and the appropriate pedagogical skills for both classroom and clinical teaching. Faculty are also expected to use available state of the art pedagogy in the classroom.

Dimensions of teaching may include but are not limited to a) on campus, clinical or on-line instruction, b) course/curriculum development and design, c) clinical or biomedical laboratory instruction/supervision, d) creation, production, and publication of instructional materials, e) supervision of graduate student research and scholarship, f) guiding graduate teaching associates, g) independent study, h) field instruction, and I) student advising.

Teaching responsibilities may include some combination of undergraduate, graduate, clinical and non-clinical courses, laboratory instruction, and research supervision. Clinical instruction is accomplished with a ratio of students/faculty depending on professional standards, requirements of the clinical agency, and college resources.

Teaching is expected of all tenure-track faculty. Teaching assignments may be individually negotiated with the senior associate dean for academic affairs and educational innovation and with

input from the dean/vice dean, executive leadership team, and center director as relevant. The teaching assignment considers percentage of committed effort and salary recovery related to grant funding. Full-time tenured faculty with no funded release time would teach approximately 4 courses for the academic year (service responsibilities, such as chair of undergraduate or graduate studies, will be factored into the assignment), or 50%-time allocation to total workload, with the remainder of their time allocated to research and service. Practice time allocation will be factored into the teaching assignment. Faculty practice time will only be factored into the teaching assignment if: a) practice time is reimbursed directly to the college, or b) faculty oversee students in their practice. The teaching load for probationary faculty will be negotiated with the dean/vice dean and senior associate dean for academic affairs and educational innovation. However, the absence of extramural funding does not exempt a faculty member from continuing a record of productive scholarship. Advising graduate students is expected of all tenure-track faculty who hold a Graduate Faculty M or P status. Graduate advising assignments and changes to assignments are overseen by the Graduate Studies Committee as required by the Graduate School and made in collaboration with the senior associate dean for academic affairs and educational innovation.

Course teaching load will be designed, whenever possible, to reflect a balance across courses of various sizes and types (e.g., presence of a clinical component requiring supervision), and considering new course preparation. A balance of in-class and online teaching will be considered. Teaching load will consider doctoral candidate advisement during the dissertation or project writing phase of the student's program.

2. Research and Scholarship

The Ohio State University is classified as a doctoral/research intensive university (according to the Carnegie Foundation for the Advancement of Teaching), which means that all tenure-track faculty are expected to develop programs of research and scholarship focused on national health priorities that will build the scientific base for improving clinical practice and/or population health outcomes. Faculty are expected to disseminate the results of their work and other professional activities in refereed journals and at professional and interdisciplinary conferences.

3. Service and Clinical Practice

All tenure-track faculty are expected to attend faculty meetings and major college and university events, including convocation, and to contribute to governance at the college, university, and professional levels. Involvement in service is expected to increase over time with tenured faculty expected to assume greater leadership responsibilities than untenured faculty. In addition, tenured faculty are expected to contribute more at the university and professional levels.

Nursing is a clinical discipline and, as such, faculty are expected to maintain their clinical expertise through regular involvement in relevant clinical activities in their specialty. For faculty nationally certified by an organization that requires ongoing clinical practice for re-certification, the required time spent in clinical practice will be factored into their overall responsibilities. It is expected that their practice will also be used for teaching and/or research purposes. In other words, clinical practice should facilitate teaching and research and not be an end in itself.

i. Special Assignment (SA)

A [SA](#) is one full semester devoted to research or scholarly work. SAs are only available to tenure-track faculty. SAs are not leaves, but rather are redistribution of faculty responsibilities. Priority in granting SAs will go to untenured faculty seeking promotion, and faculty with compelling grant submission requirements. Full compensation is available up

to one full semester. The faculty member is freed from teaching and service commitments. A faculty member should make formal application for an SA. The first step is to inform the senior associate dean for faculty affairs in writing of the request for an SA for the next academic year by the end of March of the spring semester. The application must include a statement of anticipated activities, objectives, and outcomes. Because the number of SAs that can be awarded is very limited, selection is competitive. Decisions about the award of SAs are made by the dean, based on the merit of the application, the fit of the application with the mission of the college, the likelihood that anticipated outcomes will be accomplished, and the availability of college resources. A report of accomplishments during the SA should be submitted to the senior associate dean for faculty affairs within two weeks after the conclusion of the SA.

B. Clinical Faculty

Clinical faculty members are expected to contribute to the university's mission via teaching, service, and scholarship, publish, engage in and provide leadership in clinical practice, and provide service to the college, university, profession, and community. Programs of scholarship for clinical faculty in clinical practice and teaching and learning are valued as important contributions to the discipline. Service expectations are similar to those for the tenure-track.

All clinical faculty are expected to contribute to the college's teaching in courses or instructional situations involving live patients or live clients, courses or instructional situations involving the simulation courses or instructional situations involving professional skills. For clinical faculty, up to 70% of their workload is dedicated to teaching. The standard teaching assignment for full-time clinical faculty members is seven courses per academic year.

Advising graduate students is expected of all clinical faculty who hold a Graduate Faculty M status.

C. Research Faculty

Research faculty members are expected to engage in research activities related primarily to seeking extramural funding, publish extensively, and mentor faculty and students in the college on research and scholarship and participate in internal and external consultation and contribute to the university's mission of research.

In accordance with Faculty Rule [3335-7-34](#), a research faculty member may, but is not required to, participate in limited educational activities in the area of his or her expertise. However, teaching opportunities for each research faculty member must be approved by a majority vote of the college's tenure-track faculty. Under no circumstances may a member of the research faculty be continuously engaged over an extended period of time in the same instructional activities as tenure-track faculty.

Research expectations are similar to those for the tenure-track, albeit proportionally greater since 100% of effort for research faculty members is devoted to research. Specific expectations are spelled out in the letter of offer.

D. Associated Faculty

Full-time paid associated faculty responsibilities include teaching activities including in-class and clinical instruction, preparation time, student evaluation, and course evaluation and refinement. Part-time paid associated faculty teaching loads are pro-rated according to the percentage of the position.

Lecturers are generally part time associated faculty who are paid to teach courses on a per semester basis. Lecturers are not required to participate in scholarly activities but are welcome to participate with other faculty or engage in scholarship as they find time and interest.

Salaried associated faculty members are expected to contribute to the university's mission of teaching and/or research depending on the terms of their individual appointments. Associated faculty are also expected to provide service to the college and are encouraged to make scholarly contributions to the profession, such as publishing in the professional literature, making presentations at professional meetings, developing continuing education offerings, and developing clinical and educational innovations.

Expectations for compensated visiting faculty members will be based on the terms of their appointment and are comparable to that of tenure-track faculty members except that service is not required. Service effort for associated faculty is negotiated with the supervisor.

The standard teaching assignment for 9-month associated faculty is eight courses per academic year. For faculty employed for 12-months, the standard teaching assignment is 12 courses. Associated faculty teaching loads are pro-rated according to the percentage of the position.

All faculty in the College of Nursing are expected to attend all planning events that are generally scheduled during the week prior to the beginning of autumn semester and after finals week in autumn and spring semesters. New faculty appointees are required to attend orientation sessions sponsored by the college. New tenure-track, clinical and research faculty also are strongly encouraged to attend orientation sponsored by the university.

E. Guidelines for Determining FTE Exceptions to [Faculty Appointments Policy](#)

There are instances where the workload associated with a course is greater (or less) than the College of Nursing ratio of one (1) 3-credit didactic course to 0.3 FTE. In such cases, consideration may be given for an FTE adjustment.

At other times, there may be unique circumstances surrounding the specific instance the course is offered that increase the workload. In these cases, the college may consider additional compensation for the faculty teaching the course.

In all cases, there must be evidence to justify requests to increase or decrease the credit-hour to FTE equivalency beyond the university-wide ratio of one 3-credit course to 0.3 FTE. Every five years, the college will reassess whether or not any changes are warranted.

ii. Activities that may warrant additional compensation include the following:

- Faculty member assigned a course for the first time.
- Faculty member requested to simultaneously, significantly revise and teach a course.
- Faculty member requested to teach a class that is larger than usual.

iii. Circumstances that may warrant adjusting FTE:

- Three-hour credit courses that exceed an average of two (2) additional hours/week, the FTE will be determined by assessing the average hours/week required for the course.
- Courses where the faculty provides the lecture and engages others

- (faculty/GTAs) to provide the laboratory or clinical support.
- Courses involving individual instruction including but not limited to PhD and DNP mentoring.
- Advising, curriculum development or internship oversight may replace part of course teaching.
- Development of a newly approved course.
- Large enrollment courses.

Note these lists are not exhaustive, rather they are meant only to serve as examples.

F. Modification of Duties

The College of Nursing strives to be a family-friendly unit in its efforts to recruit and retain high quality faculty members. To this end, the college is committed to a modification of responsibilities to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption/fostering, or care for an immediate family member who has a serious health condition, or a qualifying exigency arising out of the fact that the employee's immediate family member is on covered active duty in a foreign country or call to covered active-duty status.

The faculty member requesting the modification of responsibilities for childbirth/adoption/fostering and the senior associate dean for academic affairs and educational innovation, relevant associate dean, or assistant dean should be creative and flexible in developing a solution that is fair to both the individual and the unit while addressing the needs of the university. Expectations must be spelled out in an MOU that is approved by the dean. Options include:

- reassigning the off-time period.
- deferring teaching obligations to another semester.
- utilizing a 7-week teaching schedule.
- redistributing expectations among teaching, research, and/or service.
- team teaching.

Faculty may be eligible for additional leave under the [Family Medical Leave Policy](#) and/or the university's paid parental leave guidelines as described in its [Paid Time Off Policy](#).

X. Course Offerings, Teaching Schedule, and Grade Assignments

The senior associate dean of academic affairs and educational innovation, associate deans and assistant deans will annually develop a schedule of course offerings and teaching schedules in consultation with the faculty, both collectively and individually. While every effort will be made to accommodate the individual preferences of faculty, the college's first obligation is to offer the courses needed by students at times and in formats, including on-line instruction, most likely to meet student needs. To assure classroom availability, reasonable efforts must be made to distribute course offerings across the day and week. To meet student needs, reasonable efforts must be made to assure that course offerings match student demand and that timing conflicts with other courses students are known to take in tandem are avoided. A scheduled course that does not attract the minimum number of students required by Faculty Rule [3335-8-16](#) will normally be cancelled and the faculty member scheduled to teach that course will be assigned to another course for that or a subsequent semester. Finally, to the extent possible, courses required in any curriculum or courses with routinely high demand will be taught by at least two faculty members across semesters of offering to assure that instructional expertise is always available for such courses.

If an instructor of record is unable to assign grades due to an unexpected situation (i.e., health or travel), or if they have not submitted grades before the university deadline and are unreachable by all available modes of communication, the dean or designee may determine an appropriate course of action, including assigning a faculty member to evaluate student materials and assign grades for that class. The University Registrar will be made aware of this issue as soon as it is known and will be provided a timeline for grade submission.

XI. Allocation of College Resources

The dean is responsible for the fiscal and academic health of the college and for assuring that all resources—fiscal, human, and physical—are allocated in a manner that will optimize achievement of college goals.

The dean will discuss the college budget at least annually with the faculty and attempt to achieve consensus regarding the use of funds across general categories. However, final decisions on budgetary matters rest with the dean.

Research space shall be allocated on the basis of research productivity, including external funding, and will be reallocated periodically as these faculty-specific variables change.

The allocation of office space will include considerations such as achieving proximity of faculty in sub-disciplines and productivity and grouping staff functions to maximize efficiency.

The allocation of salary funds is discussed in the [Appointments, Promotion and Tenure Document](#).

XII. Leaves and Absences

The university's policies and procedures with respect to leaves and absences are set forth in the Office of Academic Affairs [Policies and Procedures Handbook](#) and Office of Human Resources [Policies and Forms website](#). In general, there are four types of leaves and absences taken by faculty (in addition to parental leave, which is detailed in the [Parental Care Guidebook](#)).

A. Discretionary Absence

Absence must be approved by Supervisors and submitted in [Workday](#), if applicable. A minimum of thirty days of a planned absence (for attendance at a professional meeting or to engage in consulting) to provide time for its consideration and approval and time to assure that instructional and other commitments are covered. Discretionary absence from employment responsibilities is not a right, and a supervisor retains the authority to disapprove a proposed absence when it will interfere with instructional or other comparable commitments. Such an occurrence is most likely when the number of absences in a particular semester is substantial. Rules of the University Faculty require that the Office of Academic Affairs approve any discretionary absence longer than 10 consecutive business days (Faculty Rule [3335-5-08](#)). The College of Nursing Travel Guidelines are found [here](#).

B. Absence for Medical Reasons

When absences for medical reasons are anticipated, faculty and staff are expected to submit a request for absence in [Workday](#) as early as possible. When such absences are unexpected, the employee, or someone speaking for the employee, should let the supervisor know promptly so that

instructional and other commitments can be managed. Employees are always expected to use sick leave for any absence covered by sick leave (personal illness, illness of family members, medical appointments). Sick leave is a benefit to be used not banked. For additional details see OHR [Policy 6.27](#).

C. Unpaid Leaves of Absence

The university's policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence are set forth in OHR [Policy 6.45](#).

D. Faculty Professional Leave

Professional leave is granted for faculty improvement and to encourage increased efforts in scholarship that is relevant to past scholarly work. Faculty Professional Leave is only available to tenure-track faculty with at least seven academic years of service at Ohio State. Leave may be granted for up to one year. Guidelines and criteria for professional leave can be obtained from Ohio State's Office of Academic Affairs [Policy on Faculty Professional Leave](#). After preliminary discussion with the dean, senior associate dean for academic affairs and educational innovation, or center director, an application for professional leave must be accompanied by a proposal that is evaluated for merit by the Appointments, Promotions and Tenure Committee. That committee will make a recommendation to the dean. The proposal must be considered meritorious in one or more of the following categories: scholarly research, pedagogical research, creative work, or professional growth. Compelling reasons for a professional leave for any other purposes must be fully explained.

Criteria for merit include contribution of the proposal to nursing, contribution to the college mission, relevance to previous work or new direction in research, appropriateness of the method, and feasibility. Administrative approval by the dean will be based on the merit of the proposal and availability of current resources. If there are two or more equally meritorious requests for professional leave, priority will be given to the individual with the longest tenure. Faculty Professional Leave must be approved by the Office of Academic Affairs and the Board of Trustees.

E. Parental Leave

The university and this college recognize the importance of parental leave to faculty members. Details are provided in the OHR [Parental Care Guidebook](#), Paid Time Off Program [Policy 6.27](#), and the [Family and Medical Leave Policy 6.05](#).

XIII. Additional Compensation and Outside Activities

Information on additional compensation is presented in the OAA [Policy on Faculty Compensation](#). Information on paid external consulting is presented in the university's [Policy on Outside Activities and Conflicts](#). The information provided below supplements these policies.

This college adheres to these policies in every respect. In particular, this college expects faculty members to carry out the duties associated with their primary appointment with the university at a high level of competence before seeking other income-enhancing opportunities. All activities providing additional compensation must be approved by the dean regardless of the source of compensation. External consulting must also be approved. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the college. In addition, it is university policy that faculty may not spend more than one business day per week on supplementally compensated activities and external consulting combined.

Faculty with an administrative position (for example, chair, associate dean/assistant dean, center director) remain subject to the [Policy on Outside Activities and Conflicts](#) and with appropriate approval, are permitted to engage in paid external work activities. However, faculty members with administrative positions are not permitted to accept compensation/honoraria for services that relate to or are the result of their administrative duties and responsibilities.

Should a faculty member wish to use a textbook or other material that is authored by the faculty member and the sale of which results in a royalty being paid to him/her/them, such textbook or material may be required for a course by the faculty member only if (1) the faculty member's dean or designee have approved the use of the textbook or material for the course taught by the faculty member, or (2) an appropriate committee of the college reviews and approves the use of the textbook or material for use in the course taught by the faculty member. Sales of such items shall not be conducted directly between a faculty member and a student. In order to remove any conflict of interest for the faculty author, the textbook publisher may provide written documentation that the faculty author received no royalties from OSUCON sales; or royalties paid to the faculty for textbooks used in the OSU class taught by the faculty author will be contributed to the CON student scholarship fund.

Faculty who fails to adhere to the university's policies on these matters, including seeking approval for external consulting, will be subject to disciplinary action.

XIV. Financial Conflicts of Interest

Information on faculty financial conflicts of interest is presented in the university's [Policy on Outside Activities and Conflicts](#). A conflict of interest exists if financial interests or other opportunities for tangible personal benefit may exert a substantial and improper influence upon a faculty member or administrator's professional judgment in exercising any university responsibility, including designing, conducting, or reporting research.

Faculty members with external funding or otherwise required by university policy are required to file conflict of interest screening forms annually and more often if prospective new activities pose the possibility of financial conflicts of interest. Faculty who fails to file such forms or to cooperate with university officials in the avoidance or management of potential conflicts will be subject to disciplinary action.

In addition to financial conflicts of interest, faculty must disclose any conflicts of commitment that arise in relation to consulting or other work done for external entities. Further information about conflicts of commitment is included in Distribution of Faculty Duties, Responsibilities and Workload above.

XV. Grievance Procedures

Faculty or staff members who have a grievance with the college and its individual units should first discuss the matter with their dean, who will review the matter as appropriate and either seek resolution or explain why resolution is not possible. If the grievance involves the dean or the dean is not the appropriate contact for some other reason, the faculty or staff member should bring the matter to the attention of the supervisor. Complaints concerning the supervisor should be brought to the attention of the dean.

A. Salary Grievances

A faculty or staff member who believes that his/her/their salary is inappropriately low should discuss the matter with the supervisor. The faculty or staff member should provide documentation to support their complaint.

In cases that cannot be resolved at the supervisor level, a faculty member may file a salary grievance with the dean. The Salary Appeals Committee (see section VII C) handles salary appeals according to procedures outlined in the OAA [Policies and Procedures Handbook](#).

Staff members who are not satisfied with the outcome of the discussion with their supervisor and wish to pursue the matter should contact [Employee and Labor Relations](#) in the Office of Human Resources.

B. Faculty Promotion and Tenure Appeals

Promotion and tenure appeal procedures are set forth in Faculty Rule [3335-5-05](#)

C. Faculty and Staff Misconduct

Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in Faculty Rule [3335-5-04](#). The Investigations Committee (see section VII-C) handles cases of faculty misconduct according to procedures outlined in the OAA [Policies and Procedures Handbook](#).

Any student, faculty, or staff member may report complaints against staff members to the dean. The [Office of Employee and Labor Relations](#) in the Office of Human Resources can aid with questions, conflicts, and issues that arise in the workplace.

D. Harassment, Discrimination, and Sexual Misconduct

The [Office of Institutional Equity](#) exists to help the Ohio State community prevent and respond to all forms of harassment, discrimination, and sexual misconduct.

1. Ohio State's policy and procedures related to affirmative action and equal employment opportunity are set forth in the university's [policy on affirmative action and equal employment opportunity](#).
2. Ohio State's policy and procedures related to nondiscrimination, harassment, and sexual misconduct are set forth in the university's policy on nondiscrimination, harassment, and sexual misconduct.

E. Violations of Laws, Rules, Regulations, or Policies

Concerns about violations of laws, rules, regulations, or policies affecting the university community should be referred to the [Office of University Compliance and Integrity](#). Concerns may also be registered anonymously through the [Anonymous Reporting Line](#).

F. Complaints by and about Students

Normally student complaints about courses, grades, and related matters are brought to the attention of individual faculty members. In receiving such complaints, faculty should treat students with respect regardless of the apparent merit of the complaint and provide a considered response. When students bring complaints about courses and instructors to the dean will first ascertain whether or

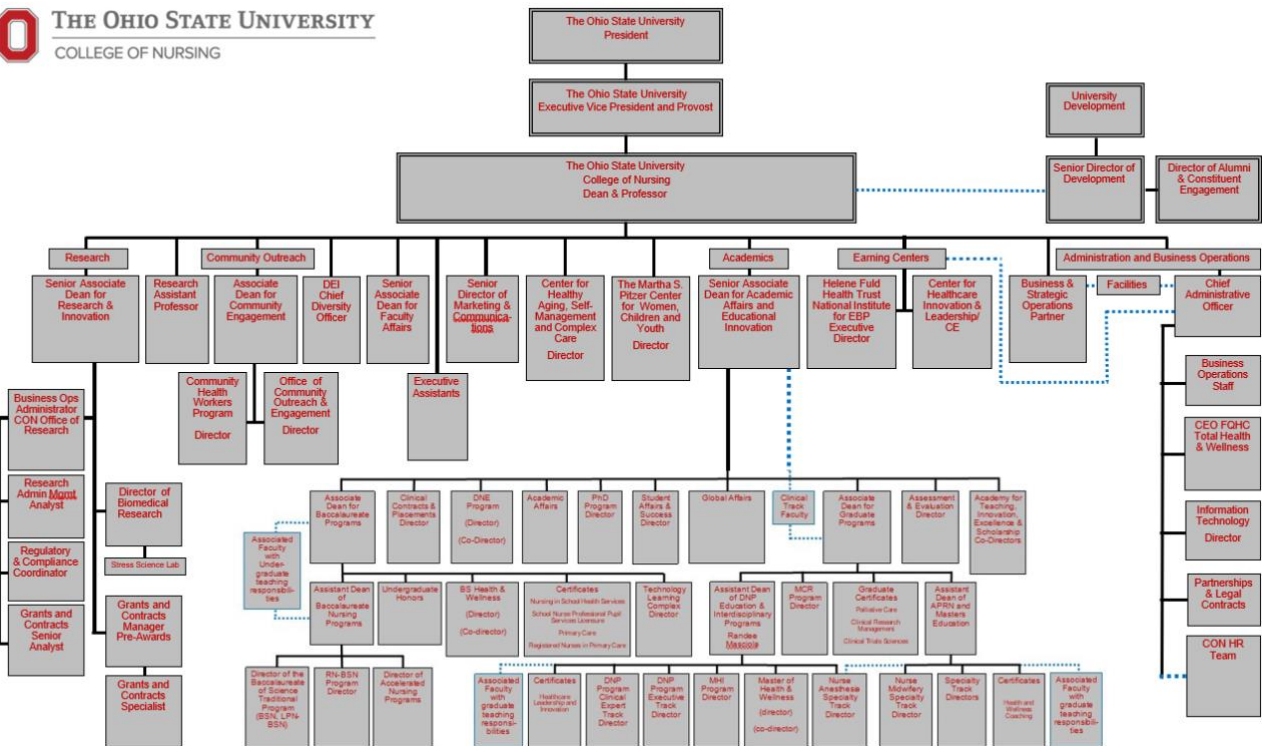
not the students require confidentiality. If confidentiality is not required, the senior associate dean for academic affairs and educational innovation or relevant associate deans or assistant deans will investigate the matter as fully and fairly as possible and provide a response to both the students and any affected faculty. If confidentiality is required, the senior associate dean for academic affairs and educational innovation or relevant associate deans or assistant deans will explain that it is not possible to fully investigate a complaint in such circumstances and will advise the student(s) on options to pursue without prejudice as to whether the complaint is valid or not. See Faculty Rule [3335-8-23](#).

Faculty complaints regarding students must always be handled strictly in accordance with university rules and policies. Faculty should seek the advice and assistance of the associate deans, assistant deans or senior associate dean for academic affairs and educational innovation with appropriate knowledge of policies and procedures when problematic situations arise.

G. Academic Misconduct

Board of Trustees Rule [3335-23-15](#) stipulates that the [Committee on Academic Misconduct](#) does not hear cases involving academic misconduct in colleges having a published honor code, although some allegations against graduate students fall under the committee's jurisdiction. Accordingly, faculty members will report any instances of academic misconduct to the senior associate dean of academic affairs and educational innovation, who will involve the Committee on Academic Misconduct, if appropriate, or will otherwise follow the college's procedures for addressing allegations of violations of the professional student honor code, found [here](#).

Appendix 1. Organizational Chart



Appendix 2. Course Head Responsibilities

“Course head” is a term used to describe a faculty member who holds overall responsibility for a course that is staffed by more than one instructor and has a clinical and/or lab component. The course head is responsible for organizing the course(s) for smooth and efficient operation and implementation. Course head responsibilities include assigning students’ final grades; coordination of responsibilities for faculty members in the course; communicating with faculty members in the course and with the appropriate associate deans or assistant deans regarding curriculum matters and student placement; and communicating with other faculty members outside the course regarding curricular matters and student performance.

Specific responsibilities of faculty teaching a nursing course in the course head role:

- Use the standards for undergraduate and graduate education in the American Association of Colleges of Nursing Essentials and other national standards for clinical specialties in determining learning/clinical experiences.
- Adhere to the course objectives as approved by faculty (changes to be submitted through the appropriate College Curriculum Committee).
- Ensure that the evaluation of clinical and/or lab performance is carried out in accordance with contemporary educational standards and follows regulatory standards.
- Update and prepare the syllabus and other course materials in a timely manner which includes the requirements set forth by accreditation and regulatory requirements.
- Orient faculty, teaching assistants, clinical site, and preceptors, communicating clinical and lab objectives, course objectives, and the course evaluation of students which responds to the student meeting the course objectives.

- Ensure all preceptors in course meet qualifications according to accreditation and regulatory requirements.
- Verify all agencies used for clinical sites have a contract that is current, signed by both parties, and includes language regarding use of preceptors and related expectations.
- Conduct course meetings.
- Consult with and advise course faculty, teaching assistants, or preceptors regarding student performance and follow program requirements for performance improvement plans to include meeting accreditation and regulatory requirements.
- Direct and supervise the activities of the faculty, teaching assistant, and preceptors within the course and address any concerns with the appropriate associate deans or assistant deans.
- Establish a plan that allows students to meet all clinical / lab hours within a course to include missed clinical / lab days.
- Ensure compliance requirements are met for all students in course.
- Participate in curricular decisions.
- Evaluate student performance in class and clinical / lab as indicated accreditation and regulatory requirements using rubrics and standardized evaluation processes.
- Retain clinical and lab evaluations and hours completed in student records.
- Notify senior associate dean for academic affairs and educational innovation or relevant associate deans or assistant deans of student course failures each semester.
- Provide course feedback to senior associate dean for academic affairs and educational innovation, relevant associate deans or assistant deans, graduate, or undergraduate studies chair as appropriate.
- Participate in program evaluation.
- Establish an organized plan for course delivery which includes adherence to syllabus, timely distribution of material and course management platform, evidence-based teaching strategies. Ensure all clock hours are met for the course, organization of the learning management system, and communication with all faculty and students in the course.
- Coordinate a plan with the senior associate dean for academic affairs and educational innovation or relevant associate deans or assistant deans for the evaluation of course faculty, preceptors, course evaluation, SEI, SECI, and clinical sites.

Appendix 3. Salary Recovery from External Grants and Research Activities

- With 25-50% salary recovery, the average annual teaching assignment will be on average 2 courses. The teaching assignment for persons with salary recovery above or below the 25-50% range is pro-rated based on percentage of salary recovered.
- When funded research projects include facility and administrative (i.e., indirect) cost recovery of at least 25%, the investigator's salary recovery dollars will be divided in the following manner: with up to 49% faculty effort supported by grant funding at the NIH full rate, 10% of faculty salary funded by grant(s) will be returned to the faculty member in either a research account or as annual salary supplement; with 50% to 89% funded, 15% of faculty salary funded by grant(s) will be returned to the faculty member in either a research account or as an annual salary supplement; at 90% and higher faculty effort supported by grant funding at the NIH full indirect rate, 20% of the faculty salary funded by grant(s) will be returned to the faculty member in either a research account or as annual salary supplement. For grants that fund with indirect costs below 25%, a salary supplement and/or adjustment of teaching responsibilities may be considered.
- The investigator's research account may be utilized to support additional research personnel, equipment, and supplies not covered in the grant; to support research staff during a brief

bridge period between grants; and to support graduate students, travel, and seeding new projects.

Teaching load adjustments for grants for which no salary and benefits support is provided or for no-cost extensions that provide no effort support will be negotiated with the faculty's supervisor, senior associate dean for academic affairs and educational innovation, and senior associated dean for research and innovation. Faculty who participates in grants with contributed effort but not salary recovery must obtain approval from their supervisor prior to submitting the grant proposal.

Appendix 4. Faculty Development

A faculty development process reflects the college's responsibility to assist faculty to achieve high standards of productivity in teaching, research, and service.

Upon appointment, the senior associate dean for academic affairs and educational innovation, the senior associate dean for research and innovation, the relevant associate dean, assistant dean, and/or the relevant center director, in concert, will assign a faculty teaching mentor for the faculty member. New faculty members may be given the opportunity to teach both undergraduate and graduate students. These opportunities may come in the form of guest lectures. When possible, consistent teaching assignments will be made to allow for evaluation over time. Opportunities should be provided for curriculum development through committee and subcommittee work and the development of new courses and/or the revision of courses.

Probationary and new faculty members are encouraged to observe and talk with seasoned faculty. They also are encouraged to avail themselves of the resources at Michael V. Drake Institute for Teaching and Learning, the College's Academy for Teaching Innovation, Excellence and Scholarship and through the Office of Distance Education and E-learning by the second semester of the first year of the probationary period.

Newly appointed tenured and probationary tenure-track faculty will be given a reduced teaching load for the first year or two of appointment to facilitate productivity in research and scholarship. If progress is evident and college resources permit, the reduced teaching load can be extended for another year by the dean. Faculty should use this time to publish manuscripts in high quality research journals, plan their programs of research with input from colleagues, conduct preliminary or seed projects to underpin grant submissions, and secure funding for the next steps in their research trajectory.

Upon appointment, the senior associate dean for academic affairs and educational innovation will assign a faculty teaching mentor for the probationary clinical faculty member. New clinical faculty members may be given the opportunity to teach both undergraduate and graduate students. New faculty will be oriented to their roles and expectations in the areas of teaching and advising, scholarship, service, and practice. Faculty are encouraged to avail themselves of the resources through the, the College's Academy for Teaching Innovation, Excellence and Scholarship and/or through the [Office of Technology and Digital Innovation](#) by the second semester of the first year of the probationary period. The plan of scholarship should include publication in high quality peer-reviewed journals and/or textbooks, and dissemination of scholarly work through oral or poster presentation on the state or national stage. A professional development plan should be developed by the individual faculty member with discussion and input from their mentor, program director, course head or specialty track director with whom the faculty member works most closely, as appropriate,

and the senior associate dean for academic affairs and educational innovation.

Professional development plans for associated faculty are developed by the individual faculty member with discussion and input from the associate deans and assistant deans, program director, and course head or specialty track director with whom the faculty member works most closely. Professional development resources of the university are available to enhance teaching and research competency (see above). Faculty are expected to engage regularly in continuing professional education and other activities to increase and update clinical knowledge and skills, as well as teaching skills.

Appendix 5. Additional Requirements

A. Licensure and Credentials

All nurse faculty are required to have a valid, current Ohio registered nurse license. When appropriate, national certification and advanced practice registered nurse licensure in Ohio are required. Upon hire, all faculty are required to submit original transcripts for each educational degree earned. Information regarding licensure in the state of Ohio can be obtained by contacting the [Ohio Board of Nursing](#), Suite 400, 17 South High Street, Columbus, Ohio 43215- 3413 (614/466-3947). Non-nurse faculty must have credentials appropriate to their specialty.

B. Drug Testing

The College of Nursing will require a drug screen for every new faculty employee. All faculty offers will be contingent on successful completion of this requirement, and the screening will occur post offer letter, pre-employment. Additional drug screening will be completed upon reasonable suspicion, per OSU policy [Drug-Free Workplace, 7.30](#)

C. Health Policies

The Occupational Safety and Health Administration (OSHA) currently requires hospital and clinical agencies to show proof that all personnel, who have patient contact are knowledgeable about tuberculosis and blood borne pathogens have been immunized or are immune to certain communicable diseases (as recommended for health care workers by the Centers for Disease Control). These are requirements of all faculty, clinical instructors, research, and graduate associates.

D. Health Information Privacy Act (HIPAA) Training

It is a requirement of the College of Nursing that all faculty, staff, and students receive training annually regarding current HIPAA requirements and recommended practices. All newly appointed faculty and staff are required to undertake an approved form of HIPAA training and successfully pass a post-test within 30 days of employment. Faculty and staff adherence to training requirements is monitored by human resources. Student adherence is monitored by the senior associate dean for academic affairs and innovation. Breaches in HIPAA should be immediately reported to the privacy officer. HIPAA training can be accessed through BuckeyeLearn.

E. Family Educational Rights and Privacy Act (FERPA) Training

All faculty and staff are required to complete the FERPA training which can be accessed through BuckeyeLearn. Completion of this online training must be completed upon hire and renewed each academic year.

F. Liability Insurance Coverage

The university maintains a blanket student liability insurance policy that covers all students (except students in the graduate nurse midwifery specialty during nurse midwifery clinical practice and graduate certified registered nurse anesthesia students during the nurse anesthesia specialty track) and faculty (except nurse midwifery faculty during supervision of midwifery clinical experience and certified registered nurse anesthesia faculty during supervision of certified registered nurse anesthesia clinical experience) during official instructional activities under the auspices of the college. This policy DOES NOT cover students or faculty for any activity that is not part of a specific instructional assignment, nor does it cover students when the semester is not in session.