GOLDFARB

GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

Faculty Handbook

2022-2024

BARNES-JEWISH College
Goldfarb School of Nursing
BJC HealthCare

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HISTORY OF GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

The Goldfarb School of Nursing at Barnes-Jewish College has a rich history steeped in a strong commitment to educating high quality professional health care providers. The Jewish Hospital School of Nursing was founded in 1902. Until its closure in 1994, the Jewish Hospital School of Nursing awarded diplomas to more than 3,300 nurses. In 1993, the Jewish Hospital College of Nursing and Allied Health was founded as a private, not-for-profit, non-sectarian institution of higher education with programs in Associate and RN-BSN nursing, medical technology, cytotechnology, radiologic technology, radiation therapy technology, nutrition therapy and dietetic post baccalaureate internship.

Barnes Hospital School of Nursing was founded in 1955 and operated for 40 years providing academic excellence. The school closed in 1994 and the Barnes name was loaned to the University of Missouri-St. Louis School of Nursing (UMSL), which for a ten-year period was called the Barnes College of Nursing at UMSL. In 2004, the decision was made to bring the Barnes name back to the same campus where it started.

Thus, in January 2005, the time-honored names Barnes and Jewish were brought together to proudly rename the college as the Barnes-Jewish College of Nursing and Allied Health. A strategic plan was developed by the college's board of trustees that called for constructing a new building on the medical center campus and becoming one of the top nursing programs in the country. The plan called for transitioning the allied health programs out of the college. With the last classes of allied health graduates completing their programs in May of 2007, the college was renamed Barnes-Jewish College of Nursing.

In December of 2007, a large donation by St. Louis businessman and philanthropist Alvin Goldfarb changed the name to Goldfarb School of Nursing at Barnes-Jewish College and Goldfarb Hall opened for classes in January 2008. The associate of arts in nursing degree was conferred for the final time in December 2008 with the college concentrating on delivery of nursing studies leading to licensure eligibility at the baccalaureate level (accelerated and upper division), as well as post licensure baccalaureate RN-BSN and master's programs. In 2009 doctoral education was initiated.

In honoring its history, Goldfarb School of Nursing at Barnes-Jewish College continues to provide a learning community dedicated to the preparation of liberally educated, competent, caring and socially responsible health care practitioners. To achieve its mission, Goldfarb is committed to fostering excellence in teaching and scholarly inquiry, ensuring an environment which exemplifies caring and service to varied communities and populations. Goldfarb is committed to preparing students who embrace nursing as a profession and value lifelong learning. As a result, Goldfarb's endeavors focus on developing creative, capable and culturally sensitive nurses through the promotion of academic rigor and an open exchange of ideas.

MISSION AND VISION

MISSION
We prepare exceptional nurse leaders in an academic learner-centered environment.

VISION
To be a national academic leader in nursing education, research and scholarship

STRATEGIC GOALS
Click on GSON's Strategic Plan, "Building the Path to Distinction".

EVALUATION PLAN
A systematic evaluation plan is used to ensure full achievement of the College's mission and purposes. GSON's Systematic Evaluation Plan 2020 includes key purposes and related goals for all aspects of the College's operation. The plan outlines areas to be assessed, responsible parties, benchmarks, data collection methods, feedback loop and action loop. Results are collected and analyzed and used to reinforce and modify students' learning experiences as needed.

NONDISCRIMINATION STATEMENT
Goldfarb School of Nursing at Barnes-Jewish College does not discriminate on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information. The College's nondiscrimination policy applies to all phases of its admission and financial aid programs, and to all other aspects of its educational programs and activities. Retaliation directed to any person who pursues a discrimination complaint

or grievance, participates in a discrimination investigation, or otherwise opposes unlawful discrimination is prohibited.

The Associate Dean for Student Experience and Development is designated to handle inquiries regarding the College's non-discrimination policies. Inquiries may also be directed to the United States Department of Education Office of Civil Rights.

Questions concerning the College's policies on sexual harassment and sexual violence can also be directed to the Associate Dean for Student Experience and Development who also functions as the Title IX Coordinator for Goldfarb School of Nursing.

ACADEMIC FREEDOM

The College supports faculty rights related to academic freedom as reflected in the core statement of the American Association of University Professors: "Institutes of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. "The common good depends upon the free search for truth and its free exposition" (*Statement of Principles on Academic Freedom and Tenure*, 1940). Academic freedom is defined as the freedom to express one's opinions/beliefs without fear of institutional retribution or censorship while avoiding introduction of controversial issues unrelated to the topic, and while making clear the expressions do not necessarily reflect those of the parent institution.

GENERAL EMPLOYMENT INFORMATION

FACULTY EMPLOYMENT

Faculty of the Goldfarb School of Nursing at Barnes-Jewish College are employees of Barnes-Jewish Hospital of St. Louis and are subject to the terms and conditions outlined in the individual appointment.

Employees can access the BJC policies by:

-Logging into **myBJCnet**
-Under the **myHR** tab, the employee will click **our Policies**
-Employees can then click **Table of Contents – HR Policies** and a list of the policies will come

FACULTY APPOINTMENTS

Detailed information on Faculty Appointments can be found in the following documents: Faculty Hiring Process 2023, Faculty Position Descriptions 2019, Faculty Orientation Checklist 2023, and the Appointment and Promotion, Policy, Procedure, and Guidelines 2022.

Faculty

Faculty who are nurses must hold a current RN license. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.

For faculty being hired at either the Instructor or Assistant Professor level, the Dean in consultation with the Chairperson or direct supervisor determines initial rank (see Faculty Hiring Process). The following general guidelines may be applied. A candidate who has earned a doctorate in nursing or related field and evidence of growth in depth and breadth of knowledge that is communicated to students in a variety of settings may be appointed at the Assistant Professor level.

The Dean, Associate Dean, or supervisor seeking appointment of new faculty at Associate or Professor rank should submit the following to the Appointment and Promotion Committee:

- A letter of recommendation
- Copy of the applicant's current curriculum vitae
- Documentation for eligibility/qualifications for rank

Applicant profile that addresses how each rank criterion is met

After the Appointment and Promotion Committee's review of an applicant's documentation, the Committee will send a written

recommendation of rank to the Dean.

Adjunct Appointments

Adjunct appointments are made on a term-by-term basis and are determined by programmatic need. Academic Chairs receive CV's from the Senior HR Specialist and current faculty and decide if they want to consider an applicant for an Adjunct position. Adjunct faculty must have an earned graduate degree in nursing or a graduate degree within the area of teaching responsibility. Individuals teaching in the pre-licensure program who are actively pursuing the Master of Science in Nursing (MSN) may be appointed to adjunct clinical positions upon approval of the Missouri State Board of Nursing. Adjunct faculty are not expected to provide ongoing service to the College but are expected to participate in all meetings as assigned, including the adjunct and course orientations. Adjunct faculty do not hold academic rank. Adjunct Faculty need to provide an updated CV annually that reflect education and clinical experience in areas of assignment.

Clinical Preceptors

Clinical preceptors serve as uncompensated mentors for students in various clinical settings. They are appointed to serve the College because of their particular clinical expertise. One year of clinical experience is required and at least a BSN degree in nursing is preferred for the baccalaureate programs.

In the graduate program, graduate faculty may share the clinical teaching of students with qualified preceptors. Clinical preceptors are selected based on the adequacy of experiences, patient population, and clinical setting to ensure the student is engaged in experiences sufficient to meet the role competencies. Preceptor profiles, including title, discipline, credentials evidence of license/ approval/recognition, education, years in role, site, types of patients, type of clinical supervision and the number of students supervised concurrently must be obtained and approved by program director and student placement & contract specialist prior to clinical placement. Clinical Preceptors are to provide a CV upon hire and updated CV annually.

Each preceptor must have educational preparation or extensive clinical experience in the clinical content area in which he/she is providing clinical supervision. All preceptors must have at least one year of clinical experience in the practice area and role prior to providing clinical supervision and functioning in the role as preceptor. The preceptors receive a link to a welcome and information page to find resources and forms important to their role as a clinical preceptor.

The graduate clinical faculty are responsible for orientation of the clinical preceptors. Graduate faculty must ensure that the preceptor understands the learning goals of the clinical experience, level of progression that the student has attained and maintain close communication with the preceptor to assure the appropriate clinical experience for the student.

Honorary Appointments

At the discretion of the Dean honorary academic appointments may be given to key constituents in the BJC HealthCare System and/or key community leaders. Such appointments do not include compensation and do not require teaching, scholarship, or service responsibilities. Honorary appointments are subject to evaluation by the Dean.

Professor Emeritus Appointments

Faculty members with longstanding affiliation with the College may be eligible for appointments as Professor Emeritus according to the following guidelines:

1. Must have retired from the College in good standing.
2. Must have made significant contributions in:
    a. Teaching,
    b. Scholarly activity, and
    c. Service to the College and/or profession.

Final appointment of faculty to Professor Emeritus status shall be made upon recommendation of the Dean and consent of the College Board. Retired faculty who has received the title of Professor Emeritus may continue as non-voting members of the faculty, have assigned office space as available, and be recognized as part of the faculty in the College catalog.

FACULTY ORIENTATION PLAN

All new faculty will participate in BJH New Employee Orientation Program. In addition, new faculty will receive GSON specific orientation from their direct supervisor. Additional orientation may be required based on assignment.

Throughout the first year, activities are planned to promote a new faculty's full assimilation into the College. Each new faculty member is paired with an established faculty member who can facilitate the new employee's transition period. In addition, new faculty have close ongoing interaction with the respective program chair or director to become fully oriented to the College and programs. Mentoring of adjunct faculty focuses on the course to which the person is assigned and its place within the curriculum. The mentoring process for adjunct faculty continues through close contact with assigned course coordinators and the appropriate Program Chair or Director. Research faculty will meet early in their initial year of appointment with the Dean for Research to refine their scholarship programs. To ensure appropriate information is disseminated, new employees complete a Faculty Orientation Checklist.

MISSOURI STATE BOARD OF NURSING – FACULTY RECORD

All faculty are required to complete the Missouri State Board of Nursing Faculty Record form upon initial employment. Those individuals who are actively pursuing the MSN will be required to submit to Leadership an updated transcript each June showing continued participation in graduate studies. Faculty are to submit an updated CV every year as a part of their Performance Appraisal.

FACULTY PROMOTION

Faculty are eligible to request promotion in academic rank three (3) years after initial appointment based upon continued successful contributions in rank. Information related to appointment and promotion processes may be found in the Appointment and Promotion, Policy, Procedure, and Guidelines. Promotion is based upon consistent achievement of criteria for current rank, and performance that exceeds expectations for current rank that meets criteria of the rank being applied for. Faculty considering applying for promotion in rank are encouraged to seek advice concerning their readiness for promotion from the appropriate Program Chair, Director and/or Dean for Research.

FACULTY PERFORMANCE REVIEW PROCESS

The faculty performance reviews will be held on an annual basis. Faculty will be evaluated based on teaching, scholarship, practice, and service in addition to the college's core values. Each program will have clearly formulated and relevant written performance criteria for its faculty. Each faculty member is expected to submit a written summary of annual activities and self-evaluation prior to the review. A systematic evaluation process to assess faculty contributions to teaching, practice, service, and scholarly activities is in place. Refer to your Director for the GSON Annual Performance Review.

TEACHING

CURRICULUM

Curriculum is evaluated and approved by the Curriculum Committee and any changes to the course description, content and objectives must be reviewed through the committee. Please refer to the Faculty Organization's Faculty Bylaws. Faculty may use a variety of teaching strategies that best meet student learning needs

ACADEMIC CALENDAR

GSON Academic Calendars are developed by the Registrar in collaboration with the appropriate Program Chair or Director, with input sought from the Faculty Affairs Committee. It is important to check the calendar on a regular basis for any adjustments that may be made.

TEACHING ASSIGNMENTS

The most critical role assumed by faculty is to provide quality, accurate, timely instruction to students. The faculty member is expected to serve as a role model and to promote responsibility and accountability. Teaching-related activities may encompass didactic, clinical, and/or laboratory/simulation responsibilities. Assignments may take place on or off campus and/or online.

Projected teaching responsibilities are developed by the offices of the appropriate Program Chair or Director. When making teaching assignments, care is taken to consider the faculty member's identified preferences, educational background, expertise, teaching experience, and teaching excellence as evidenced by performance assessments and student evaluations. Responsibilities for each academic term are projected annually, with the understanding that assignments are subject to change based upon need, enrollment, faculty attrition, and/or new hires. Assignments will be verified by the midpoint of the preceding term. Assignments are distributed electronically. Faculty are urged to verify any changes in times and locations of course/clinical by checking the posted electronic schedule.

Faculty assignments should be verified with appropriate Program Chair or Director. Assignments are made using the approved College Workload policy and Overload policy.

SCHEDULE OF CLASSES

Course schedules are prepared by a team consisting of the Registrar, Dean, Academic Chairs, and Program Officers in collaboration with Faculty and Senior Leadership. Approved schedules are maintained on the College Website. Faculty and students are encouraged to check the schedule on a frequent basis for any schedule changes.

SUPPORT STAFF

Full-time Administrative Coordinators are available at both the Duncan Campus. Administrative Coordinators are responsible for providing all clerical support needed to ensure smooth operation of classes including, but not limited to, syllabi development, examination preparation, copying, and grading. They also ensure the workrooms are fully equipped with needed supplies.

Copying

Each faculty office is equipped with a printer. Faculty computers are also networked to the copy machine in that floor's workroom for instances when multiple copies are needed. For large (over 100 copies) duplication orders, faculty members are to provide a master copy of the document to the Administrative Coordinator. Faculty must allow enough time for the job to be sent to and returned from an external vendor. Arrangements can be made for fast turn-around times when time constraints occur. One exception to this policy is examinations, which are copied internally for purposes of test security. Other exceptions can be made on an as-needed basis. To guarantee that materials are ready when needed, please use the following guidelines for duplicating requests:

1. Material to be duplicated must be submitted to the Administrative Coordinator.
2. Internal copy jobs must be received by the Administrative Coordinator at least 3 days prior to the due date.
3. Faculty members will assume responsibility for obtaining copyright releases prior to requesting duplication of copyrighted materials.
4. For security purposes, exams and quizzes will be duplicated by the Administrative Coordinator on-site. Three days are required to allow for and editing/formatting/duplication of exams/quizzes.

Room Scheduling

Nursing classes are concentrated in Duncan Campus (located at the top floor of the main parking garage). Class and conference rooms are assigned at the time of course schedule development.

The Administrative Coordinators' team is responsible for developing and maintaining all room reservations. Faculty are responsible for reserving all non-course related rooms. Rooms not reserved in advance cannot be guaranteed. Changes in room assignments will be communicated electronically to all constituencies.

SYLLABI

Faculty are responsible for preparing an accurate, current, complete syllabus for each course taught. Approved syllabi templates are to be utilized.

The College retains a copy of all course syllabi and course calendars for accreditation and other purposes. The Instructional Technology (IT) team members will collect syllabi and calendars and save them to the GSON Syllabi drive. Faculty should submit syllabi and calendars to the IT team at least 2 weeks prior to the start of the term. The appropriate Program Chair or Director will be notified if the deadline is missed. A member of the IT team will finalize the organization and naming conventions of the syllabi calendars and serve as a secondary check point to ensure all have been submitted. Refer to the Undergraduate Syllabus Template here. Refer to the Graduate Syllabus Template here.

Undergraduate Syllabi

Undergraduate syllabi must have COURSE credits and hours listed (for accreditation and State Board),

i.e.: Course Credits: 8
Didactic: 6 credits Clinical: 2 credits

Clock hours: 96 hours Clock hours: 96 hours

Graduate Syllabi

Graduate Course Objectives are to be tied to the Student Learning Outcomes (SLOs) found in the College Catalog. These SLOs are mapped to the Essentials in accreditation documents.

TEXTBOOKS

Once teaching assignments are received, a Goldfarb staff member responsible for that term's textbook list will send an email to faculty, requesting their textbook information for that term. Each faculty member should reply with the most recent required and supplemental texts used for each course, on or before the designated dates. If no textbook is to be used, please indicate such on the email reply. Desk copies may be requested via a Library staff member.

COURSE COMMUNICATION AND OFFICE HOURS

A system for contacting students should be established at the beginning of each term and used to notify students as needed. E-mail is to be the primary means of communication, using the College conferred e-mail addresses. Student and faculty personal e-mail addresses are not to be used. Faculty and staff are to make an effort to respond to emails within 2 business days during active academic course hours. Response during break time is at the discretion of the faculty. Faculty will meet with students as outlined in the appropriate syllabus. Faculty are expected to be accessible to students during academic courses.

ASSESSMENT OF STUDENT LEARNING

Student learning should be evaluated through various means that are appropriate to the course objectives and method of instruction. Dates for assessment of student learning should be included on the syllabus/course calendar.

The course faculty member is responsible for exam development. Assistance may be obtained from Administrative Coordinators and the instructional technology team depending on the testing strategy. Online exams should be provided to the instructional technology team three days in advance as well. Test Security must be maintained.

Written Assignments

Written assignments should be submitted by students via the Learning Management Systems assignments feature. It is reasonable for students to expect papers, projects, and other written work to be reviewed and returned in a timely manner. Efforts are to be made to afford a variety of evaluation opportunities throughout the term with frequent feedback provided. Faculty are encouraged to utilize the Learning Management System to check student work for plagiarism.

Clinical Evaluations

Clinical evaluations for all practicum courses are to occur at midterm and the end of the course.

CLINCAL APPLICATION OF COURSE

Clinical Faculty may anticipate meeting on a periodic basis with the theory faculty to ensure effective communication, clarification of course objectives, and teaching/evaluation strategies. Assignments are to be made as outlined by the theory faculty to assure consistency across the course. Pre- and post-clinical conferences are to be used to facilitate application activities. Faculty are responsible for meeting all orientation requirements of the affiliating agency(ies) in which they are supervising students. Orientations are to be completed as outlined by the appropriate Program Chair or Director, Course Coordinator, and sponsoring agency. Faculty are compensated for travel associated with practicum activities that involve distances that exceed the distance between the faculty member's home and the main campus.

CLINICAL SIMULATION INSTITUTE

Simulation is a major instructional strategy utilized across all programs. The Clinical Simulation Institute resides at both sites.

Faculty should collaborate with Simulation Specialists while planning simulation experiences to ensure adequate resources and to avoid scheduling conflicts.

A Simulation Reservation form is sent to faculty by the Simulation Lead via email the term before the reservation is required. The Simulation Specialists ensure that the physical environment in each room is prepared to support the learning activities identified by faculty, and coordinate and schedule all simulation rooms. The Simulation Lead and Simulation Specialists are also responsible for working with individual faculty to develop, implement, and program scenarios.

CLINICAL SITE EVALUATION

Each term students provide feedback on their clinical site as part of the clinical course evaluation. This information goes to Program Chairs. Faculty can provide feedback about clinical sites.

STUDENT SUPPORT SERVICES

Student Disability Documentation Process

Please see Student Handbook for complete description of the process for student disability and documentation.

Student Support Referral Process

Refer to Student Support Services on the GSON Website.

Student Academic Achievement Coordinator (SAAC)

SAAC is an experienced faculty member who is available to students and may be referred by an Academic Advisor or the student themselves.

Academic Advisor to SAAC Referral

Student is referred to their assigned Academic Advisors through the Student Support Referral Process. The students' assigned Academic Advisor will directly assess student immediate personal and academic needs and make recommendations. At this determination, students are then referred to SAAC (Student Support Academic Coordinator) faculty for additional academic support and a personalized learning approach

SAAC Student Self-Referral

Students not faculty-referred to Academic Advisors may also opt for Student Self-Referral for support for content enhancement with nursing question strategies, direction with student standardized testing resources, and academic and life planning time balance. A personalized learning approach is also utilized in this pathway as directed by student request and needs. This route is not meant to replace the current Student Support Referral Process that focuses on identification of students with academic challenges and course referrals from faculty. The Student Support Referral Form can be found on the GUS Connect Faculty Tools Home Page

STUDENT EVALUATION OF INSTRUCTION

Student evaluation provides a mechanism for students to evaluate courses, faculty, and clinical instruction anonymously. Currently, evaluations are completed electronically in the Learning Management System. Completed summaries are distributed to the individual faculty and appropriate Program Chair or Director. Faculty will review their evaluations and develop plans for improvement of course and teaching skills and document on their Faculty Course Summary (see Instructor Course Evaluation Tab in the Learning Management System). Students evaluate the quality of clinical sites and clinical instruction in addition to courses, didactic instruction, advising/mentorship, and the program.

COURSE GRADE MAINTENANCE

Faculty members are responsible for managing grades for each course are also responsible for maintaining the permanent record of all grades earned in that course. End-of-course grades must be submitted by the deadlines set by the Registrar. Copies of student papers and tests must be available for student review. These documents may be destroyed upon the student's graduation or departure from the College.

INCOMPLETE GRADES

Every effort needs to be made for all course work to be completed within the term that it is attempted. If circumstances make it impossible for a student to complete the course, the student may request an Incomplete or the instructor may offer such an option. The following conditions need to be met before the faculty member may consider awarding an Incomplete:

1. The student must be in good standing and making satisfactory progress towards meeting course objectives.
2. The faculty member is willing to incur the obligation of seeing the process through to completion according to the timetable established (may include evaluation or supervision of the student during off-contract or holiday periods).
3. The student must establish a timeline for completion with the faculty member prior to the last class/clinical meeting. A detailed written contract for completion of course requirements is entered into by both faculty member and student.
4. The student must be able to meet the remaining course requirements within a reasonable time. Incomplete grades must be resolved by the deadline agreed upon by the faculty member and the student, but no longer than the maximum allowable times listed below. The time period may not exceed these limits without approval of the respective Program Chair or Director. The grade automatically converts to a failing grade if deadlines are not met, or if the student's work does not meet minimum criteria for a passing grade.

Deadlines by Program

1. Undergraduate: An incomplete grade will be converted to an F unless it is resolved by the date agreed upon with the faculty of record or the end of the following term.
2. Graduate: An incomplete grade will be converted to an F unless it is resolved by the end of the next term.

REPEATED COURSES

For information regarding Repeating Courses please see the GSON Student Handbook.

COURSE SUMMARY

Theory faculty are expected to submit a detailed summary of the activities for each course to the appropriate Program Chair or Director and the Curriculum Committee within one month after receiving student feedback via course evaluations. Course summaries are used for discussion and course/program improvement.

INTELLECTUAL PROPERTY

Teaching materials including but not limited to syllabi, handouts, videos, slides, tapes, computer simulations and/or programs, and survey/test materials that have been developed for use at the College are considered the property of the College. Appropriate credit needs to be given to the individual(s) who developed the materials. Books, chapters in books, journal articles or other works for which income may be generated are subject to the general intellectual property policies of the hospital

EXAMPLES OF STUDENT WORK

The College undertakes formal self-assessment on an on-going basis as a means of determining need for curriculum change and accreditation. Faculty need to retain copy of student's work are representative of excellent, average and unsatisfactory assimilation of critical competencies for their respective course(s). Student identifiers should be removed. Such examples should be retained for three years, then may be discarded.

SHREDDING OF CONFIDENTIAL DOCUMENTS

Information of a confidential nature must be shredded. The College has contracted with an outside company for pick up and destruction of confidential materials. Faculty members are responsible for depositing materials that are to be destroyed in one of the containers located in the workroom on each floor. Student papers and exams should not be shredded prior to the student's graduation or departure from the College.

STUDENT CONCERNS AND GRIEVANCES

In the event that a student concern should arise, faculty should instruct students to appropriately utilize the Chain of Command. The student and faculty member should strive to resolve issues at the lowest level possible. The Chain of Command is as follows:

For ***Clinical*** questions/concerns: Clinical Faculty→ Course Leader→ Program Director→ Asst. Dean → Dean
For ***Class*** questions/concerns: Course Leader→ Program Director→ Asst. Dean → Dean.

Students have the right to initiate the grievance process when they feel they have been treated in an arbitrary or capricious manner. The Student Grievance Policy and Process may be found in the Student Complaints, Concerns and Feedback, which is located on the GSON Website.

TECHNOLOGY & ELECTRONIC SUPPORT

FACULTY DEVICES

Faculty members are provided with devices such as a desktop computer or a laptop and/or a telephone, laser pointer/slide advance device. These items and all contents are the sole properties of the College and may be accessed by the College administration and/or their designated representatives without notification.

COMPUTING SYSTEMS ACCESS

BJC-NT Domain

This account, also called the BJC-NT network account, provides access to the Windows Desktop when logging in to College or BJC computers. Use this account on the clinical floors when accessing hospital patient charting, applications, as well as access to GUS Connect. EHR training maybe required by faculty.

Login credential information is provided in additional documentation.

GUS Connect

GUS Connect is our portal application. GUS Connect provides a single point of access for all Goldfarb computing systems. Log in to the system using your BJUC-NT login credentials.

Outlook

A BJC provided email account Outlook, which is the preferred method of communication in all areas of the College, may be accessed through GUS Connect or the application installed on the device assigned to the faculty member. The system is accessible by using BJC-NT login credentials. Off campus access may require two-factor authentic verification.

Learning Management System - Online Learning Platform

The College utilizes a Learning Management System as the electronic platform for course delivery. Learning Management System is accessed through the GUS Connect portal and provides online learning opportunities.

All course syllabi and calendars are to be posted online for student access a minimum of two weeks prior to the beginning of the course. Please contact the Registrar if additional faculty need to be assigned to your course in the Learning Management System.

The College's Instructional Technology Specialists provide general support for the College's Learning Management System, including course design and incorporating instructional technologies in the classroom and integrating into online courses. Specialists are available during regular College hours to assist faculty in becoming familiar with navigating the Learning Management System and Instructional Technologies, including course development and design, and trouble shooting. The Learning Management System is also equipped with a program designed to detect plagiarism; therefore, written work assignments need to be submitted via the Learning Management System. For Instructional Technology support, please e-mail the IT team GSON_InstructionalTech@bjc.org.

Clinical Application Access

In the clinical environment, faculty will have access to the agency's clinical applications. For EHR, training is required before credential access is granted. It may take greater than 48 hours post request to obtain access.

SUPPORT RESOURCES

BJC Help Desk

For password help on clinical systems, email, or the BJC-NT network account, please contact the BJC Help Desk at (314) 362-4700. GUS Connect login/password are the same as BJC-NT, but if Outlook and BJC-NT accounts are working, and GUS Connect is not, please contact GSON Information Services at (314) 362-9229.

If you need College IS assistance, contact the GSON Information Services Department by email: GSON_GUSConnect@bjc.org anytime. During business hours, call (314) 362-9229 for help. You can also email or call any of the IS team members directly.

Software Support

The College utilizes Microsoft Office Suite exclusively for instructional support. Other software needs to be approved by IS first and support needs to be arranged with the vendor before it is implemented or installed in our devices.

HARDWARE AND SOFTWARE PURCHASES AND INVENTORY

The IS Director is responsible for college-related hardware and software purchases and the inventory control of those items. Individuals or departments requiring new hardware and/or software need to submit requests to the IS Director. The IS Director selects the vendor based on product quality, availability, and after-sale product support. The Director maintains all hardware and software inventories.

ELECTRONIC COMMUNICATIONS

E-mail is a widely accepted means of communication. The use of email is acceptable for official communication among students, faculty, and staff. Faculty are expected to use their GSON email for work related communication and should expect students to do the same. All emails should be responded to within 48 hours, particularly those from students. Additionally, faculty are expected to keep their Outlook electronic calendar up to date.

LIBRARY AND INFORMATION SERVICES

Library Mission

The library at Barnes Jewish College exists to provide access to evaluated information resources and services that proactively support the College's mission of teaching and scholarly inquiry to prepare liberally educated, competent, caring, and socially responsible health care practitioners.

Library Hours - Duncan Campus

Monday – Thursday	7:30 am – 8:00 pm
Friday	7:30 am – 6:00 pm
Saturday	9:00 am – 3:00 pm
Sunday	CLOSED

Library Online Catalogs

The library has an online catalog, which is available from the GUS Library tab. It includes holdings from the College library and is searchable by book author, title and subject. Also found on the GUS Library tab is a link to the Washington University Medical School Library catalog.

- MOBIUS: GSON Library is a member of the MOBIUS consortium, which is comprised of approximately 80 academic and public libraries. Our users have access to the MOBIUS Union catalog, which includes 30 million items, mostly from higher education institutions. A courier service delivers library materials to member libraries once per day, five days a week. In addition to the physical items is an e-book collection, available to all MOBIUS library patrons. Those titles can be found within the catalog as well.

The library subscribes to various databases and online journal collections, from which provides access to thousands of online, full-text journals. Some of the most frequently used databases include: CINAHL Complete, Medline Complete, and ProQuest Nursing and Allied Health Sources. The following are also available from the library website.

- COCHRANE LIBRARY: is a collection of databases that contain high-quality, independent evidence to inform health care decision-making. Cochrane reviews represent the highest level of evidence on which to base clinical treatment decisions. In addition to Cochrane reviews, The Cochrane Library provides other sources of reliable information, from other systematic review abstracts, technology assessments, economic evaluations and individual clinical trials. Current evidence in one single environment!

Interlibrary Loan (For Items Not Found in MOBIUS)

The purpose of interlibrary loan is to provide our students, faculty and staff with access to materials necessary for study, teaching, and research that are not available at Barnes Jewish College. The conditions of this service are set by the regulations jointly governing the College and lending libraries.

Library patrons should use the interactive interlibrary loan (ILL) forms available on the Library page of the GSON Website. The forms must be filled out as completely and accurately as possible, including contact information.

Interlibrary loans take differing lengths of time, depending on the type of material requested, the location and policies of the leading library. Journal articles MAY BE emailed or faxed within one or two days; books are mailed. Patrons should plan accordingly, allowing plenty of time for the receipt of needed material.

Books and photocopies of journal articles, newspapers, and materials otherwise not available from libraries on campus may be requested in strict accordance with copyright law. The library will not order additional copies of items already owned.

The following types of materials are generally NOT available through interlibrary loan: Reference materials, whole journal issues and bound volumes of journals, dissertations, most audiovisual/computer media materials, computer software, and fragile or rare materials.

The loan period is determined by the lending library. A renewal request must be made by the patron at least 4 days in advance of the due date. Lending libraries determine conditions regarding the use of their materials. Another library's lending limitations, such as No Renewal and In-Library Use Only, must be honored.

If the lending library assesses an overdue fine, this fee will be passed on to the patron. The patron is responsible for the replacement cost, plus a per-item processing fee for materials that are lost or damaged. Please note that the late return or damaging of books jeopardizes the ability of our library to borrow materials in the future.

Library Obligation Policy

Library patrons are responsible for the materials checked out in their names. Charges for overdue circulating materials are as

follows: General Collection (14 days):	$1.00 per day, up to book replacement-cost
Reserve Materials (2 hours):	$5.00 per hour
Lost/Damaged Materials:	Cost of replacement + $15.00 processing fee per item

*These fines are calculated per item and parts of days or hours will be rounded up to the next day or hour. Fines accrue during normal business hours only.

Library fines will be automatically debited to student accounts unless library staff are directed otherwise. Library patrons other than Barnes-Jewish College students must pay fines by cash or check before their library privileges are restored.

Circulation Policies and Procedures

Borrowing privileges are available to the entire Barnes-Jewish College community: students, faculty, staff, and alumni, as well as to Barnes-Jewish Hospital clinical staff. Barnes-Jewish College student ID or BJC staff badge information will be verified and documented. Alumni status will be verified before library privileges are extended. All library materials can be used in the library. For all library patrons, the circulation policy is as follows:

General Collection	14 days
Audiovisual/Software	4 hours
Reserve/Reference	2 hours

Reserves

The library keeps a copy of required textbooks on reserve which may be checked out for two hours. Faculty members may keep reserve
materials and additional study aids on reserve.

Guidelines for Duplicating Copyrighted Materials

Copyright laws change rapidly. Please see the Director of Library Services for the most current information.

Learning Resource Selection

Purchase of library holdings is made to support the instructional, administrative, and research needs of the College. At the discretion of the Library and Information Science Director, library materials are purchased on an as-needed basis throughout the year, depending on budgetary considerations.

SCHOLARSHIP & SERVICE

FACULTY GOVERNANCE

The College promotes a shared governance model between administration, staff and faculty in which faculty are responsible for the development and evaluation of the curriculum, admission, retention, and graduation activities for students. Faculty provide recommendations to the Dean's Office for the overall operation of the College through Faculty Organization's standing committees. The Faculty Organization chair also serves as an ex-officio member on the President's Council and the College Board of trustees when matters pertaining to academic practices are discussed. Faculty Bylaws outline the purpose, membership and standing committee composition and responsibilities.

FACULTY RESOURCES

An electronic repository for faculty resources has been established on the Learning Management System (Faculty Resources) to enhance communication for faculty. General announcements, Faculty Organization and standing committee minutes, and key documents related to faculty governance are maintained on this site. The Office of Nursing Research (ONR) at GSON provides support to faculty interested in conducting research. The ONR handbook can be found in here and is available as a resource for faculty members interested in processes related to research.

PURSUIT OF ADVANCED EDUCATION

Faculty interested in pursuing advanced degrees should review BJC Policy 4-11 regarding the tuition benefit program. Additional tuition support may be available through the College. Interested faculty should inquire with the Vice Dean of Human Resources and Strategic Effectiveness.

PROFESSIONAL DEVELOPMENT SUPPORT

Professional development is an expectation of each faculty member. The college supports faculty development in the areas of teaching, scholarship, service, and practice, which may include funds, release time, or workload reduction. Faculty Affairs in conjunction with the continuing education work group provides offerings throughout the year for faculty enrichment. A faculty survey is done biannually to assess faculty needs. Faculty are eligible to request travel funds to support professional development that benefits the College. Faculty are to complete a Developmental Funds Request Form (accompanied by a copy of the program brochure and estimated the total cost of attendance. The appropriate Program Chair or Director will review the request and recommend approval to the Dean. The Dean makes final approval. No travel and/or registration submissions are to be charged to the College prior to receipt of Dean's approval. Effort is made to provide support for faculty members to present scholarship at two national or international conferences per year, contingent upon availability of funds. Priority support is given to those who have been accepted for podium or poster presentations. Information related to development support may be found in the Faculty Development Support Policy along with the Faculty Development Funds Request Form. This is part of part of faculty development plan.

The Travel and Expense Policy can be found by doing the following:

Sign into mybjc.net – Click on Travel, Expense and Payment, Click on Help and FAQ, Click on Expense Reports, Click on Travel and Expense Policy.

PRECEPTING GRADUATE STUDENTS

Graduate students may contact faculty members requesting preceptorship. Faculty should contact the Student Placement and Contract Specialist at GSON to initiate the process for approval. All required documentation must be completed before graduate students begin preceptorship in classroom and clinical settings.

NURSING FACULTY AWARDS

Faculty excellence is recognized in four awards: the Ruth G. Franc Award for Excellence in Classroom Teaching, the Cynthia Billman Award for Excellence in Clinical Teaching, the Christner Award for Excellence in the Advancement of Nursing Science, and the Dean's Award for Exceptional Service. Refer to the Faculty Awards document or descriptions and criteria for each award, as well as information regarding

eligibility, the application process, and dates.

SABBATICAL LEAVE

A sabbatical leave is defined as an absence from regular academic duties at the College. The leave may be granted for a maximum of one academic year. The purpose of a Sabbatical Leave is to directly benefit the College by providing support for members of the faculty to pursue specifically designated areas of advanced education, scholarly activities or community/professional service.

Eligibility

To be eligible for Sabbatical Leave, a faculty member must have satisfactorily served the College for a period of at least three years in a full-time capacity. The eligibility requirements may be modified or waived at the discretion of the Board. The final decision to grant such a leave will be at the discretion of the Board.

Stipulations

Compensation for a Sabbatical Leave will be one-half of the faculty member's salary for one academic year or full salary for one semester or less. The faculty member's benefits will be continued as though still in full-time active status. Recipients of sabbatical leave may apply for leave equivalent to one academic year every six years. A recipient may not accept other employment during the period of the leave.

Recipients of sabbatical leaves are expected to return to the College for a period of no less than twice the length of the leave before leaving employment. Recipients who fail to complete this full-time service agreement must repay within one year the salaried monies received from the College during the Leave within one year. The amount of repayment will be determined by amount of full-time service remaining at time of departure.

Procedure

The eligible faculty member desiring a sabbatical leave needs to submit a letter of application to the Dean. The letter should include:

- The purpose of the sabbatical leave.
- Description of activities to be completed during the leave.
- The dates of sabbatical.
- Information on financial awards, scholarships, fellowships, or other grants.
- Any further documentation as requested.

The Dean reviews the application and makes recommendations to the College Board. Recommendations are guided by considerations of length of service, academic rank, demonstrated potential for professional achievement and growth, and the needs of the College. Application for sabbatical must be made six months before the proposed start date.

GSON, BJC, & HUMAN RESOURCE POLICIES

BJC POLICIES

Employee Identification Badge

All faculty are issued an employee identification badge as part of the general orientation to hospital. Adjunct faculty are issued an employee identification badge upon completion of the requisite paperwork, available from the Dean's Office. Badges are required to access the parking garage and the College building at all times, as well as the specific office suites after 5:00pm and on weekends Badges are to be worn at all times while involved in activities associated with the College. Badges are obtained through BJH.

For the West County site, employees will need to go to MBMC's Human Resources department to complete a badge request form. Human Resources will verify the faculty member is an employee and will print a badge.

Health-Related Documentation

All faculty are required to comply with BJC's Employee Immunization and Screening Policy (#3-18) at the time of initial employment. In addition, the following are required to be completed:

TB Testing

All employees of the College are required to undergo annual TB testing according to BJH schedules.

Flu Vaccine

All BJH employees are required to have annual flu vaccines. Vaccines are provided free to employees and may be obtained at various locations within the complex.

In addition, faculty involved with student practicum supervision in the direct patient care setting are required to provide the following:

CPR Certification

Any faculty supervising students in direct patient care settings must provide evidence of current CPR certification to the office of the Dean.

BJC Required Annual Competencies

As a condition of employment, BJC HealthCare requires all employees annually to complete a comprehensive series of online training modules. The modules are available via the BJC Intranet.

General Faculty Benefits

College part- and full-time faculty are employees of the hospital and therefore entitled to participate in the hospital's Medical, Dental, Vision, Life Insurance, Long-Term Disability, Reimbursement Accounts, Retirement Savings, and Long-Term Care Insurance options. Specific information related to faculty benefits is provided at the time of initial appointment. Please see The GSON Faculty Benefits Doc for additional de tails. Fo r BJC Benefits please see http:///bjctotalrewards.org/Benefits.

Living Our Values

Goldfarb School of Nursing expects everyone (administration-faculty-staff-students) to live by the Mission, Vision & Values (barnesjewishcollege.edu) of the College.

Questions regarding the values may be directed to the Vice Dean for Human Resources and Strategic Effectiveness.

Annual performance reviews provide opportunity for faculty member to detail how they have lived these values.

Smoking Policy

No smoking is allowed on the College's or hospital's premises. This includes the exterior areas surrounding the College and hospitals, including sidewalks and parking areas. Refer to BJC's Smoke and Tobacco-Free Policy #8.05.

Employee Assistance Program

The BJC Employee Assistance Program (EAP) offers confidential professional counseling and work/life programming for individuals needing assistance to cope with personal, family, or workplace issues. See BJC EAP for Information regarding this program.

Meals

Reduced rates for meals obtained in BJC facilities are available with the use of a valid College identification badge. The College also houses a food bar located in the main lobby (hours of operation are posted). Vending machines with food, snack and drinks are in a room next to the food bar.

Solicitations

In keeping with hospital's policy related to Solicitation and Distribution (BJC #6-5), no solicitation is to be conducted on or using College property.

GSON POLICIES

Office Assignment

Offices are assigned based on GSON Office Policy. Faculty may obtain the current office guideline from their supervisor.

Dress Code

As role models, faculty are expected to dress in an appropriate professional manner when representing the College in the classroom, clinical area, and greater community. A lab coat with name and College logo is provided for faculty who are assigned to practicum courses. Additional approved lab coats may be obtained at faculty expense.

1. On the clinical units (individual hospital policies must be followed):
   a. Solid navy or white scrub pants with a navy or white scrub top. Any combination of navy or white scrub top or navy or white scrub bottom may be worn. Solid navy, white, or gray top may be worn underneath navy or white scrub top. Solid white uniform dress or skirt is acceptable. Hemlines are to be no more than 3" above the back of the knee.
   b. Solid white lab coat or white or solid navy scrub jacket may be worn with uniform.
   c. Shoes shall be closed-toe, OSHA compliant, and solid black, brown, navy, burgundy, gray or white in color. If tennis shoes are worn, they should be predominately black, brown, navy, burgundy, gray or white. Canvas, porous, perforated, or sandal type footwear are not permitted in patient care areas.
   d. College identification badge.

2. Campus labs:
   a. Dress is to be either what is worn in the clinical areas or business casual attire (no jeans, shorts, casual Capri pants, or beach footwear are allowed). Lab coat, closed toe shoes and College identification badge are to be worn for practicum experiences, including activities concentrated in the clinical simulation institute.

3. Work hours outside of clinical time (lecture, office hours, meetings, etc.)
   a. Dress is to be business casual attire (no jeans, shorts, casual Capri pants or beach footwear are allowed; dress sandals may be worn).
   b. College identification badge.

Parking

Free parking is available in the Duncan Central garage located on Duncan Avenue. A current valid employee identification badge is required for entrance to and exit from the garage. Parking immediately adjacent to the east side of the College is limited to visitors.

No parking at any time is allowed in the area immediately north of the College. Shuttles transport employees to and from some parking areas and around the Medical Center complex.

Employees should contact the Administrative Coordinator at the West Campus site to obtain a parking hang tag. The hang tag will allow employees to park on the third floor of the parking garage and in the reserved parking spaces located by the third-floor elevator.

Map of the Duncan campus is available.

Mail Distribution

Each faculty is assigned a mailbox located in the first-floor communication room. Items to be sent within the BJH System are to be placed in interoffice envelopes with the mail stop address clearly identified. Items to be mailed externally to the hospital complex are to be clearly labeled with a full return address included. Assistance with mailing is provided by your Administrative Coordinator. Personal items to be mailed via US Mail should be placed in the designated box located at the College's main reception desk. Personal package delivery is not allowed.

Injury or Illness of Students

Policies regarding student injury or illness can be found in the GSON Student Handbook. Student Injury Report form available in KB.

Safety and Security

The administration and staff of the College and the BJH Department of Public Safety have the duty to create and maintain an environment conducive to learning. The Department of Public Safety handles all calls for service, traffic enforcement, and accident investigation. It is important that all crimes occurring on campus be immediately reported to ensure appropriate action can be taken. Public Safety may be reached at (314) 362-0750. Panic buttons with direct linkage to the front desk Security and main Public Safety office are located at the main receptionist desk, the Receptionists' desks on each floor and at both Assistants' desks in the administrative suite. In addition, direct link telephones (identified by a blue pillar) are located on the exterior commons area.

The College is secured with closed circuit TV monitors and alarms. Building entrances, except for the main entrance, are locked at all times. The main exterior entrance is open from 7:00am-7:00pm Monday-Friday. A Department of Public Safety officer is on duty at the main Reception Desk in the College Monday-Friday, 7:00am-10:00pm. The interior lobby door remains secured at all times and requires a current ID badge to enter. ID badges provide access after-hours for faculty and staff as well as access through the east side door at any time. The west side door is alarmed and is to be used in an emergency only. Individuals found to be propping any College door open and leaving it unattended will have their access badge privileges revoked. Department of Public Safety officers patrol the Medical Center facilities 24 hours a day, 7 days a week, both internally and externally. Officers will escort students, faculty, staff, and visitors to their automobiles on request. Please call 362-0750 for this service.

At the West County campus, security services are provided by the Security Department of Missouri Baptist Medical Center (MBMC). MBMC Security can be reached at (314) 996-4770 and non-emergency calls can be placed dialing *1313. With the exception of the front lobby entrance, all other entrances to the Clinical Learning Institute (CLI) building are locked at all times. The front lobby entrance is open from 6:30 a.m.-9:30 p.m. Monday-Saturday. Faculty and students must have a current ID badge to enter the CLI.

All members of the College community are encouraged to report any suspicious activity and alert and be aware of their surroundings and exercise good common-sense safety precautions. Campus security and safety seminars are held for both campus sites throughout the year to increase awareness of crime potential, improve campus safety, and inform the campus community of major crimes or threats to the campus. Alert bulletins are posted on campus.

College Closing and Cancellation Policy for Class and Clinical

Refer to current Student Handbook for updated policy and procedures. Make-ups need to be completed.

College's Participation in the Hospital's Emergency Management

The College will provide the use of portions of its facility in the event an emergency renders the hospital's facilities unavailable or able

to be fully utilized. A contact person or persons with access to the College facilities will be accessible to the hospital by telephone twenty- four (24) hours a day, seven (7) days a week. It is understood that the College will have personnel resources available during academic hours and not on off hours. The West County site does not have a similar agreement with the Missouri Baptist Medical Center.

HUMAN RESOURCE POLICIES

College Personnel File

While an individual's official personnel file is maintained in the hospital Human Resources office, a secured working file is also maintained in the Office of the Dean. Faculty are required to have an official transcript for all formal education sent to the Dean's office within a month following acceptance of position. Current evidence of certification is kept on file in the Dean's Office.

Each faculty member actively employed by the College is required to post and annually update a current curriculum vitae. This is given to their supervisor for Performance Appraisal and to the person(s) or committees working on accreditation. Individual working personnel files include copies of the individual's letters of initial appointment. The performance appraisals are located in SABA with access provided to employees and their managers. Transcripts, curriculum vitae, and credentialing information are kept on file. Employment files are stored electronically and available for review with a human resources representative. Faculty may request to review his/her personnel file by scheduling an appointment.

Conflict of Interest

Each member of the College community has a shared responsibility to conduct him/herself in an unbiased manner and to serve the mission and purposes of the College to the best of their ability. All faculty members are expected to take steps to avoid conflict of interest or the appearance of conflict of interest between financial or other personal interests and the goals and policies of the College**.** Conflict of interest exists if an employee's position or authority may be used to influence or make decisions that lead to any form of financial or personal gain for that employee or for his/her family. A College faculty member has a conflict of interest when his/her judgment and discretion in matters affecting the College is or may be influenced by considerations either of personal gain or financial benefit.

The following is a non-exhaustive list of activities or actions that merit case-by-case examination to determine whether they create a material conflict of interest that should either be managed appropriately or eliminated:

a. Instructional activities in similar programs of nursing;
b. Consulting activities;
c. Purchase of goods or services for the College from businesses in which the employee, or his/her family, has a financial interest or, as a result of such purchase, may directly benefit;
d. Receipt of gifts, gratuities, loans, or special favors (including trips or speaker's fees) from research sponsors or vendors;
e. Holding of an ownership interest by the employee or the employee's family in any real or personal property leased or purchased by the College;
f. Holding of an equity, royalty, or debt instrument interest by the employee or the employee's family in any entity providing financial support to the College;
g. Receipt, directly to the employee from non-College sources, of cash, services, or equipment provided in support of the employee's College activities;
h. Some memberships on boards of directors, committees, advisory groups (or similar bodies) of any governmental, for- profit or not-for-profit entity;
i. Use of information received as a college employee for personal purposes;
j. Involvement of students in the evaluation of commercial products or in research supported by industrial sponsors, and such activities should be evaluated with attention to avoidance of detrimental effects on the student's academic program**.**

Nepotism

Faculty may not participate in, either directly or indirectly, or attempt to influence employment decisions involving a close relative or

an individual from a current or recently concluded consensual amorous relationship. For the purposes of this policy, "employment decisions" include hiring, supervision, direction of work, promotion, compensation, work hours, evaluation, termination, or other terms and conditions of employment. A "close relative" is defined as a spouse, same-sex domestic partner, child, grandchild, parent, grandparent, sibling, aunt/uncle, niece/nephew, cousin, or any individual residing in the faculty member's household. All relationships are included whether full-, half-, step-, foster-, adopted, or in-law.

Absences

Faculty are expected to meet all responsibilities outlined in their Job Description and employment agreements. If it becomes necessary to miss class, practicum, or other activities associated with the faculty role, the faculty are to contact the appropriate Program Chair or Director to report the absence. Arrangements for class and practicum coverage are the faculty member's responsibility. If any absence causes faculty to miss more than one week of classes, a formal leave of absence must be requested by contacting the Vice Dean of Human Resources and Strategic Effectiveness. Two or more unanticipated episodes of absence per academic term that are not related to the Family and Medical Leave Act is considered excessive and may result in corrective action. Vacations are to be planned for designated breaks as outlined in the academic calendar. Requests for occasional time off during the term may be made to the appropriate Program Chair or Director, who will consider the College's needs in reviewing the request.

Leaves of Absence

Family and Medical Leave (FMLA)

The administration recognizes that faculty occasionally need to take time away from work to care for important family and medical needs. This policy is designed to meet those needs in a manner that is beneficial to faculty, their families, and the College. It also represents the intent of administration to comply with the requirements and purposes of the Family and Medical Leave Act. Faculty members are not allowed to work elsewhere while on FMLA. Refer to BJC's Family and Medical Leave of Absence (FMLA) Policy #4.08, BJC's Leave of Absence Policy #4.09, as well as the GSON Faculty Benefits Policy at myBJCnet > myHR > myCareers.

Leaves of absence not associated with FMLA may be requested. Such leaves are approved at the administration's discretion based on current College business needs. If approved, the faculty member will receive written notice of the approval, including whether the time off will be paid or unpaid.

Faculty Grievance Policy

While it is expected that issues related to fair and equitable administration of policies will be resolved at the lowest possible level, there may be situations in which an issue remains unresolved. College faculty may initiate a grievance using the Faculty Grievance Policy.

Termination of Employment

It is anticipated that the terms of employment will continue for the full contracted period. Termination of employment is to be avoided but may occur.

Resignation

If a faculty member decides for any reason to terminate their role at the College, a one-term advance written notice is expected, unless otherwise approved by his/her respective Dean.

Outside Employment

Faculty members must obtain prior written approval to work outside of the College in a professional nursing capacity. Such outside employment must be submitted to and approved by the Dean to ensure that no conflict of interest exists and that such activities will not interfere with college duties and responsibilities. Approved activities include providing clinical services or consultation but should exclude teaching nursing courses for other colleges or universities, unless approved. Faculty members who engage in outside employment in a professional nursing capacity without the appropriate prior written approval may be terminated immediately.

Dismissal for Cause

Faculty appointments and employment contracts may be terminated for conduct including, but not limited to unsatisfactory performance, violations of BJH or College policies, failure to successfully complete a plan of corrective action, and misconduct.

Dismissal for Unsatisfactory Performance

When unsatisfactory performance is identified, the faculty member will be advised of the performance issues and placed on a plan of corrective action which clearly sets forth performance expectations. If performance expectations are not met or sustained, the College reserves the right to terminate the faculty according to the BJC Termination Policy 9.01.

Dismissal for Serious Misconduct

Some situations are so serious they may warrant immediate dismissal without prior notification or corrective action. Such situations include but are not limited to those situations listed in BJH Policy 6.02 of Disciplinary Action. These situations include: falsification of information, breach of confidentiality, harassment, possession of a weapon, theft, neglect of duty or action jeopardizing health and safety of third parties, verbal abuse, possession of or use of illegal substances, violent or aggressive behavior, certain criminal convictions, disorderly conduct, indecent or immoral conduct, insubordination, horseplay resulting in injury or damage, clocking in for another employee or failure to report another employee clocking in for someone else, job abandonment, sleeping during working hours, or destruction of College or hospital property. If a faculty member is terminated immediately for serious misconduct, the faculty member will receive compensation through the effective termination date.

Dismissal Due to Re-Organization or Exigency

A faculty member's position may be eliminated based on the College's decision to reduce or eliminate educational programs, or inability to obtain sufficient research funding. Dismissal may occur as the result of major College or department re-organization and/or exigency. The Dean will make recommendations to the Board regarding the need for possible staff and/or faculty reductions in such situations.

Needed areas of expertise and faculty performance will be the major considerations in determining who will be displaced. Faculty members will receive at least 30 days' notice of position elimination and will receive compensation through the effective termination date.

Departure Process

Upon your departure, your manager will meet with you and collect all college belongings and go over pertinent information that must be completed prior to you leaving.

The Goldfarb School of Nursing Organizational Chart can be found here.

APPENDIX 1

Faculty Hiring Process

FACULTY HIRING PROCESS

The creation of a learning community is a critical responsibility of both faculty and administrators, therefore both parties need to be engaged whenever feasible and realistic as new faculty are considered for appointment.

GSON Leadership partners with Human Resources and Talent Acquisition to intentionally recruit, hire, and retain highly qualified, credentialed faculty who are diverse in background and experience.

The interview schedule is coordinated through Human Resources. The faculty candidate interviews with Program Directors, Assistant Dean, Dean, and Human Resources. The next step is for the candidate to present to faculty at large. Faculty at large are required to complete an evaluation of the potential candidate to determine eligibility and fit for GSON. Once all evaluations are completed, they are sent to GSON Leadership for review. Once leadership has vetted the candidate, reviewed interview notes, and faculty evaluations, an offer is either made to the candidate, or Human Resources will contact the candidate to let them know that the decision was not to make an offer.

Note: There is one other category of faculty: adjunct. Adjunct faculty are hired to supplement the needs of the college. On rare occasions, the adjunct may be asked to teach a didactic course, based solely on credentials and experience, however, the preference is for adjunct to teach in the clinical setting, based on credentials, experience, and specialty.

Approved by: Faculty Affairs

Dean

Vice Dean for Human Resources and Strategic Effectiveness

Revised January 2019

APPENDIX 2

New Faculty Checklist

New Faculty Orientation

Welcome to Goldfarb School of Nursing at Barnes-Jewish College. The following checklist is designed to help orient you to the College. Once you've completed your orientation, please return your signed checklist to the Administrative Coordinator in the Dean's office.

FACULTY NAME_____Hire Date_____

Mentor_____Chair _____

Prior to Orientation

State Board of Nursing form	*Administrative Coordinator*	
CPR certification		
Formal Copy Transcripts		
Lab coat ordered		
Business cards ordered		

BJH Orientation

Topic	Responsible Person	Date Completed
Day 1 & 2	*Senior Human Resource Specialist*	
Parking		
ID Badge		
Office/cubicle assigned		
Name tag and STTI tag ordered		

Afternoon of Day 2

Lunch	*Dean, Program Chair or Program Director*	
History of College		
Mission and vision and values		
Organizational structure		
Major publications (Catalog, Student Handbook, Faculty Manual, BSN Essentials, Code of Ethics ANA)		
Missouri Nurse Practice Act and Rules		
College Assessment Plan		
Master calendar		
Policies		
Pay periods		
My Time		
Introduce to Administrative Team		
Mentor Introduction		
Assignment for Term		
Books ordered		
Office/cube with welcome packet		
Communications Center/Mailbox Room		

First Week

College Security	*Dean, Academic Chair*	
Program overviews		
Program outcomes		
Program specific roles and responsibilities		
Meeting schedule for faculty		
Course evaluations		
Regulatory body requirements		
Tour of buildings		
CIPE		

Identification of IT Support Person	*Director for Simulation and Instructional Technology Support*	
Introduction to Blackboard		
Overview of control rooms		
Overview of classroom podium operation		
Overview of software used and support provided		
Simulation rooms and equipment		
Support staff introduction		

Overview of library services at both campuses	*Librarian*	

Employee phone list	*Administrative Coordinator*	
Office phone/messaging system include written instructions		
Overview of support provided		
Office supplies		
Orientation to Outlook		
Orientation to the floor		

IS Accounts Set Up	*Information Services*	
Computer access		
Access to assigned courses		
Computer set up and explanation of support		
Blackboard/Banner set up		
Gus Connect Inter/Intranet		
EPIC training		
	Mentor	
Faculty Meetings		
Faculty governance		
Begin Instructional assistance		
Shared Drive		
Student Photos		
General term work flow		
Time management		
Set up meetings for the entire year		

Second Week

Course descriptions	*Mentor*	
Syllabus		
Course Calendar		
How to meet course objectives		
Developing learning activities based on learning styles		
Strategies to develop critical thinking in students		
Essentials of BSN		
Schedule regular meetings		

Performance appraisal process	*Academic Chair*	
Compliance and certification		
BILD		
Schedule Compass Training		
Time off		
Illness procedure		

Week 3 and 4

Exams, ATI	*Mentor*	
Test Blueprints		
Test development		
Item writing		
Test analysis		
Other ways to evaluate student performance		
Clinical student evaluation form		
Providing meaningful student evaluations		
Tripartite Mission	*SPECIAL TOPICS* *Faculty Led*	
Teaching Philosophy		
Appointment & Promotion (Chair A&P)		
Governance – meet with each Faculty Committee Chair		
ATI		

Weeks 4-8

Vice Dean for Student Affairs/Diversity	*MISC* *Appointments and Topics*	
Director of Alumni Affairs		
Enrollment Management		
Academic Advisors and Support		
Title IX Training		
FERPA Training		

Managing unacceptable behaviors	*Mentor*	
Role modeling civility		
Clinical Issues and Forms		
Orientation to clinical areas		

Written expectations of students		
APA - M. O'Connor		
Creating a positive learning environment		

Weeks 5-15 Term 1

Classroom management	*Mentor*	
IT in the classroom		
Meetings with students		
Academic Alert forms		
Course/clinical evaluations from students		
Course summaries – Curriculum Comm.		

Identify interests	*Associate Dean for Research*	
Overview of scholarship expectations		
Staff support		
Resource center		
Grant submission process		
Manuscript and abstracts support		

Accreditation	*Academic Chair*	
Essentials of BSN		
Future assignments		
Opportunities on WU Campus		
Goals for remainder of year		
Goals for next year		

APPENDIX 3

PEER REVIEW of TEACHING FORM

Peer Review of Teaching Form

This form offers potential questions and guidelines to facilitate the practice of peer review of teaching. It is meant to assist Preceptor faculty members who are observing a class of a new faculty member and provides suggestions for a pre-observation meeting, the classroom observation, and the post- observation meeting.

Course Information

Instructor:_____ Observer:_____

Course:_____ Topic of Class:_____

Upper Div or Accel Duncan or West Class Room: _____

Class Date: _____ Class Time: _____

Pre-Observation Meeting

The following are questions that can be addressed in the pre-observation meeting. Based on this discussion, the observer and instructor identify aspects of the class on which the observer will focus.

- How does this class fit in with the overall course?
- What do you want the students to learn by the end of this class? Are the objectives clear?
- How will class time be used? What can the observer expect to see?
- What pre-class assignments for students, if any, are required?
- Are there specific aspects of this class or your teaching style on which you would like to receive feedback?
- Anything else you wish to share about this class?

Classroom Teaching Observation Guide

INSTRUCTOR		DATE	
COURSE		ROOM	
OBSERVER		DURATION of OBSERVATION	
NUMBER OF STUDENTS PRESENT			
INADEQUACIES OF ROOM/EQUIPMENT			

BEHAVIOR/METHOD	OBSERVED	NOT OBSERVED	OBSERVED, NEEDS IMPROVEMENT	N/A
AVAILABLE BEFORE CLASS				
BEGINS ON TIME				
STATES GOALS/OBJECTIVES				
EFFECTIVE WARM-UP				
LINKS TO PRIOR CLASSES				
LOGICAL CONTENT SEQUENCE				
EFFECTIVE TRANSITIONS				
PERIODIC SUMMARIES				
APPROPRIATE EXAMPLES				
EFFECTIVE VISUALS				
VOICE CLEAR & AUDIBLE				
ACTIVE LEARNING/ENCOURAGES PARTICIPATION				
CHECKS FOR UNDERSTANDING				
ASKS QUESTIONS				
ENTERTAINS QUESTIONS				
ENCOURAGES CRITICAL THINKING				
PACING/MOVEMENT APPROPRIATE				
USES "THINK TIME"				
EMPHASIZES CONCEPTS				
SUFFICIENT KNOWLEDGE OF SUBJECT				
MATERIAL CURRENT & RELEVANT TO COURSE OBJECTIVES				
ENDS ON TIME				

Post-Observation Meeting

The following questions are provided to help guide the post-observation discussion. Instructors should reflect on these questions in advance of this meeting.

- Were you able to assess whether your students learned what you intended by the end of the class?
- What went well?
- What challenges were there?
- What might be changed for next time?
- Discuss any additional points that were raised in the pre-observation meeting.

Adapted from Cornell University

APPENDIX 4

Error! Bookmark not defined.

Faculty Evaluation of Clinical Site

Faculty Evaluation of Clinical Site / Unit

This survey consists of 17 questions per clinical site. The questions are repeated three (3) times, for faculty who teach multiple clinical sections at different locations within the same course. Please fill out one section for each clinical site / unit you were assigned to within this course.

Please note that this survey is distributed by **course**. If you taught clinicals in multiple courses, you will receive multiple survey invitations.

Clinical Site #1

Please enter the name of the FACILITY. For example, Barnes-Jewish Hospital.

REQUIRED

Please enter the UNIT. This may also be the department, area, or other descriptor of where the clinical was taught within the facility. Please be as specific as possible, and include the unit number if applicable.

REQUIRED

Please rate and comment on the following areas about this clinical facility and unit:

REQUIRED

	Strongly Recommend Using Again	Recommend Using Again	Do Not Recommend	Not Applicable
The clinical site consistently provides adequate learning opportunities to meet clinical objectives.	○	○	○	○
Learners have ample opportunity to apply critical	○	○	○	○

thinking skills in this setting.				
Learners are exposed to professionals from many disciplines who are part of the health care team.	○	○	○	○
Learners have opportunities to learn with inter-professional teams.	○	○	○	○
Staff model high standards of nursing practice.	○	○	○	○
Staff treat learners in a collegial manner.	○	○	○	○
Nursing staff/preceptors provide adequate supervision/communication with learners.	○	○	○	○
Learners have ample opportunities to practice communication skills.	○	○	○	○
Nursing staff provide timely feedback to learners.	○	○	○	○
Nursing staff provide timely feedback to clinical faculty.	○	○	○	○
The site serves a varied population of patients/clients in numbers sufficient to meet course clinical objectives.	○	○	○	○
The nursing care rendered to patients/clients is current and up to date.	○	○	○	○
The site utilizes state of the art	○	○	○	○

technology to provide care.				
My OVERALL rating of this site/unit is:	○	○	○	○

Please expand upon any area where you gave this site/unit a rating of "Do Not Recommend." (Please note, the character limit for this response is 1,000 characters.)

REQUIRED

Character count: 0

Next Page

33% complete

Thank you for your feedback!

APPENDIX 5

DEVELOPMENT FUNDS REQUEST

DEVELOPMENT FUNDS REQUEST

Date of Request:

Employee Name:

Name of Conference (**Please attach a conference brochure)**

Date(s) & Location of Event:

Estimated Budget:

Registration Fee	
Hotel	
Airline/Other	
Meals	
Books/Other	
Total Fee	

Please describe how this opportunity will contribute to your goals:

Please describe how this opportunity aligns with the College's strategic plan:

Will you be presenting? Yes/No

If presenting, is the presentation Poster Podium

Please list conference(s) attended in the previous year:
None

☐ Approved

☐ Not approved (Reason): _____

Approval Signatures

APPENDIX 6

RESEARCH POLICY HANDBOOK

Office of Nursing Research
Goldfarb School of Nursing at Barnes-Jewish College
4483 Duncan Avenue · Suite 540 · Saint Louis · Missouri · 63110

Research Policy Handbook

A Faculty Guide to Research Process and Procedures

Note: Office of Nursing Research, at its discretion, may change, delete, suspend, or discontinue parts or the policy in its entirety, at any time without prior notice.

1 INTRODUCTION

1.1 Welcome

Welcome to the Goldfarb School of Nursing at Barnes-Jewish College, Office of Nursing Research. The Office of Nursing Research is here to guide and support your research and scholarship goals. This manual outlines specific policies and procedures for using our services.

Common Acronyms

PI - Principal Investigator; designates the person under whose direction the project will be carried out.
PD - Project Director; PD's generally work under the direction of the PI, unless the project does not require a PI
AO - Authorizing Official; designates the institutional official authorized to submit federal funding applications
ADR - Associate Dean of Research (Goldfarb School of Nursing at Barnes-Jewish College)
RC - Research Coordinator (Goldfarb School of Nursing at Barnes-Jewish College)
SGW - Senior Grant Writer (Goldfarb School of Nursing at Barnes-Jewish College)

GSON – Goldfarb School of Nursing at Barnes-Jewish College
ONR – Office of Nursing Research (Goldfarb School of Nursing at Barnes-Jewish College)
GFP – General Funding Program (Goldfarb School of Nursing at Barnes-Jewish College)
FPG – Faculty Pilot Grant (Goldfarb School of Nursing at Barnes-Jewish College)

BJH – Barnes-Jewish Hospital
WU – Washington University
WUSM - Washington University School of Medicine
SLCH – St. Louis Children's Hospital
HRPO – Human Research Protection Office (Washington University)
GMO – Grants Management Office (Barnes-Jewish Hospital Foundation)
PMRC - Protocol Review & Monitoring Committee (Siteman Cancer Center)
QASMC - Quality Assurance & Safety Monitoring Committee (Siteman Cancer Center)

FOA - Funding Opportunity Announcement
LOS - Letter of Support (Documentation from institution or partners declaring support of research projects)
NGA - Notice of Grant Award (Agency notification of approved funding)
MOU - Memorandum of Understanding (document describing a bilateral or multilateral agreement between parties involved in the research project)

1.2 Mission

The mission of the Office of Nursing Research is to support research and scientific discovery; to improve safety and quality health outcomes in individuals, families, and communities. To that end, the ONR has established a five-year strategic initiative concurrent with the GSON strategic map. This initiative has five objectives:

1 To increase GSON nursing research visibility within the school, through BJC in St. Louis, and across the state of Missouri and the United States.
2-To become known nationally for our expert nurse scientists who selected programs of nursing research focus on population health patient safety, and quality health outcomes.

3-To become known nationally for our expert nurse scholars who selected programs of clinical nursing research focus on evidence-based practice and translating nursing research findings into clinical and community best safety and quality healthcare practices.

4-To develop and implement a major research initiative in clinical simulation studies.

5-To promote an environment of intra and Inter-professional scientific collaboration.

2 SERVICES

Services of the ONR include identification of funding sources, proposal development and preparation, budget preparation, statistical consultation, individual investigator consultation, development of intra and inter-development collaborations, assistance with grant administration, assistance with IRB applications, editorial assistance and manuscript submission, assistance with poster production, support with graduate scholarship activities, support of research interest groups, scientific review of research proposals and training and oversight of research assistants. In addition, the ONR provides monetary support for research presentations at scientific meetings for both faculty and students. Internal funding is also available to faculty for small pilot studies at lead to larger external grant proposals.

As a faculty of the Goldfarb School of Nursing at Barnes-Jewish College, your primary point of contact for research related activity will begin with the Office of Nursing Research. Though most of your research and scholarly activities will include collaborations with internal and external entities, it is essential to coordinate all research related activities with the ONR to ensure institutional compliance.

2.1 Office of Nursing Research

The Office of Nursing Research (ONR) assists faculty and graduate students in developing and submitting grant proposals and obtaining and managing both internal and external research awards. The ONR is the principal support of scholarship and research for the College and provides a range of support and resources to help faculty achieve their scholarship goals. The ONR is located on the east end of the fifth floor in suite 540 and is open between 8:00 am and 4:30 pm Monday through Friday.

Contact Information

Office of Nursing Research	
Goldfarb School of Nursing at Barnes-Jewish College	314- 362-9336 (Phone)
Mailstop 90-36-697	314-362-1243 (Fax)
4483 Duncan Ave., Suite 540	
St. Louis, MO 63110	
http://www.barnesjewishcollege.edu/research	

Resources

2.1.1 Office of Nursing Research Staff

2.1.2 Administrative Coordinator

The Office of Nursing Research employs a full-time administrative assistant who provides administrative support to the Associate Dean of Research and research faculty and staff. Faculty support includes coordinating travel arrangements, preparing and submitting expense reports, assist with project-based work, schedules conference rooms and meetings, edits copies and maintain electronic files.

2.1.3 Research Administrator

The Office of Nursing Research employs a full-time Research Administrator who is responsible for developing and implementing systems to monitor and enhance the operations of the research department. The Research Administrator serves as the primary resource for research funding opportunities and educational and training information, assist with processes related to grant submission, secures purchases of scientific equipment and supplies, and works as a liaison between Goldfarb Office of Nursing Research and Washington University IRB, Washington University Sponsored Projects Office, and BJH Grants Management Office.

2.1.4 Program Officer

The Office of Nursing Research employs a full-time Program Officer who supports faculty and doctoral students with editing manuscripts and grant proposal narratives, preparing and submitting manuscripts after final approval by primary author and offering writing seminars as necessary. The Program Officer oversees the implementation of the College's comprehensive assessment and evaluation plan.

2.2 Biostatistician

The Office of Nursing Research supports a Biostatistician to assist faculty with statistical methods and analysis. Specifically, the Biostatistician consults with faculty on the development of a statistical analysis plan for proposed research grants, collaborates as the statistician on research proposals, and assists with analysis in interruption of data for completed research projects and publications.

Consultation

The ONR provides assistance and guidance for writing research proposals which includes specific aims, study design, instrumentation, significance, innovation, methodology and data analysis. Assistance is also provided for development and preparation for IRB applications, poster and podium presentations and publications.

Processing Grant Applications

The ONR facilitates scientific review of grant applications, assist with budget preparation, bio sketches, appendices, references and application submission. The ONR works closely with the Grants Managements Office (GMO) to ensure compliance with internal and external regulations.

Administration of Grants

The ONR will provide assistance with subcontract negotiations, post award management and general administrative needs.

Internal Funding Opportunities

To support faculty research and scholarly development, the ONR offers two types of funding opportunities.

Grants Management Office at Barnes-Jewish Hospital

The Grants Management Office (GMO) provides review and institutional endorsement of all applications for sponsored funding including clinical studies/trials and Memorandum of Agreements. GMO reviews, and negotiates when necessary, awards prior to acceptance, and accepts awards officially on behalf of the College.
In collaboration with the Office of Nursing Research, the GMO reviews each proposal to federal, state, and local governments, foundations, corporations, and associations prior to submission. Verification of budget accuracy and administrative information provided in applications ensure that commitments made in proposals can be honored; and confirm that proposals and awards meet sponsor and BJH/GSON guidelines. GMO is the authorized institutional signatory for all proposals and awards.

2.3 Human Research Protection Office (HRPO)

The Human Research Education Policy defines the educational requirements for the conduct of human subject research. All individuals who are "engaged" in research with human participants at Barnes-Jewish Hospital will adhere to the policies of Washington University (WU) Institutional Review Board (IRB) of Record. Central to Washington University's mission of fostering excellence in research is a commitment to ensure that all individuals responsible for the design, conduct and reporting of a research study involving human subjects receive adequate education in the protection of human subjects. https://hrpo.wustl.edu/

2.3.1 Human Research Protection Training – CITI

In collaboration with Washington University, all faculty investigators at Goldfarb School of Nursing at Barnes-Jewish College are required to complete the Collaborative IRB Training Initiative (CITI). CITI is a web based human research protections training program created by the Collaborative Institutional Training Initiative.

The online course on human subjects protection covers a range of topics, including: historical cases; ethical principles; IRB review; informed consent; research with vulnerable participants, pregnant women, prisoners, and children; research with existing data; social science research; FDA-regulated research, and international research.
https://research.wustl.edu/citi/

2.3.2 Obtaining a CITI User ID and Temporary Password

In order to access the CITI training individuals affiliated with Washington University can access the program through RAS (Research Administration System) to complete their Human Subjects training. Non-WU researchers should contact

the ONR to facilitate a request of a UserID. Instructions for CITI training will be emailed to the requestor. The CITI educational program can be accessed through the HRPO website at http://hrpohome.wustl.edu.

NOTE: Once you have been assigned a UserID, it will take 24 hours before the ID will be functional.

***Upon completion, faculty are required to submit a copy the CITI certificate to the ONR.**

2.4 Institutional Review Board – Washington University

The Institutional Review Board (IRB) at Washington University works with researchers in the Barnes-Jewish community to assure that standards are met for the conduct of research with human subjects and assist with the submission, review and management of these studies.

The system, called myIRB, is an Internet-based submission system that will allow researchers to submit human research studies to the Institutional Review Board (IRB) electronically.

The myIRB system uses a "smart form" technology that guides the user to questions based on previous answers. Depending on answers, additional materials may be required before the system allows the user to complete the application. Information tabs throughout the system assist the user in answering questions and provide the ethical and regulatory basis for the questions asked. The system creates a complete application that provides all necessary information for a thorough review of the study.

In addition, all information is housed electronically on a secure server. By entering a username and password, a researcher can see what projects need to be worked on, where a submission is in the review process and which studies have been approved.

All research conducted by faculty at the Goldfarb School of Nursing involving human participants is subject to review and approval by the IRB.

2.4.1 Access to MyIRB

To access myIRB, GSON faculty will need to use the N number that was issued to complete CITI training. If you cannot remember your N number, contact the Systems and Procedures Helpdesk at 314-935-5707. A helpdesk representative will be able to access your N number and issue you a temporary password. You will then be able to create a WUSTL Key associated with your N number. If you have not been issued an N number, please contact the HRPO office at 314-633-7400 to receive one.

Additional guidance and support information can be found at the HRPO website http://hrpohome.wustl.edu/

Contact

Human Research Protection Office	
Washington University	314- 633-7400 (Phone)
Campus Box 8089	1-800-438-0445 (Toll-Free)
660 S. Euclid Ave.	314-367-3041 (Fax)
St. Louis, MO 63110	
http://hrpohome.wustl.edu/	

3 SCHOLARSHIP

3.1 Scholarship Definition

Scholarship standards at the Goldfarb School of Nursing at Barnes-Jewish College are based on the Boyer Model and have been adapted from American Association of Colleges of Nursing (AACN). The AACN *Position Statement on Defining Scholarship for the Discipline of Nursing* was developed to provide standards that clarify and describe a full range of scholarship within the discipline of nursing.

The statement focuses on four aspects of scholarship that are salient to academic nursing-- discovery, teaching, applications in clinical practice, and integration of ideas from nursing and other disciplines. These areas support the values of a profession committed to both social relevance and scientific advancement. This document is not intended as prescriptive, or as exclusive of other considerations. It is a descriptive tool, and may be used to guide promotion, tenure, and merit reviews in a way that is appropriate to the profession; expand the scope of recognized scholarly activities; guide individual career planning; and demonstrate the growth of the profession over time. The unique culture and context of each academic institution, and the priorities of each nursing unit, will determine the relevance and value of the proposed standards within its own setting.

Background

Colleges and universities across the nation are striving to meet the challenges of rapidly changing educational systems, and are reconsidering the role of the faculty in an increasingly complex learning environment. An important part of that role is the creation of scholarship pertinent to the discipline of the individual faculty member. Many academic disciplines such as history, engineering, social work, psychology, business, education, and many others are in the process of redefining the traditional boundaries of scholarship, and are examining the faculty reward system that perpetuates these boundaries (Diamond & Adam, 1995; Glassick, Huber, & Maeroff, 1997).

Nowhere is this dialogue more pertinent than in nursing, where rigorous scholarly inquiry must be applied in the realities and demands of practice. Nursing faculty, like others whose discipline brings together scientific investigation and application through professional services, often function in a system designed to reward and promote a narrow definition of academic success. Nursing, however, may have priorities for teaching, scholarship, and service that are linked directly to the goals of the profession.

Rationale

Boyer (1990) challenged all disciplines to embrace the full scope of academic work, moving beyond an exclusive focus on traditional and narrowly defined research as the only legitimate avenue to further the knowledge of the discipline, and to obtain rewards for professorial performance. He proposed that scholarship involves four areas that are critical to academic work. These are the scholarship of

...discovery, where new and unique knowledge is generated;

...teaching, where the teacher creatively builds bridges between his or her own understanding and the students' learning;

...application, where the emphasis is on the use of new knowledge in solving society's problems; and

...integration, where new relationships among disciplines are discovered.

These four aspects of scholarship are salient to academic nursing, where each specified area supports the values of a profession committed to both social relevance and scientific advancement. This document builds upon the work of Boyer (1990) and Diamond & Adam (1995); the rich history of nursing scholarship (Donaldson & Crowley, 1978; Stevenson, 1988); and statements by members of the profession that clarify the beliefs and values of academic leadership on interdisciplinary collaboration (AACN, 1995), research (AACN, 1998), faculty practice (AACN, 1993), and education (AACN, 1997).

Definition of Scholarship in Nursing

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods. This definition is applied in the following standards that describe scholarship in nursing.

Standards

Scholarship of Discovery

The scholarship of discovery is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that "takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p.1)." The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself.

Primary empirical research is the systematic collection of data to answer an empirical question or test an hypothesis. A variety of qualitative and quantitative designs is used, including experimental, quasi-experimental, descriptive, exploratory, case studies, and ethnography. Source materials include primary empirical measurements, observations and specimens, databases created for other purposes, and published reports of research.

Historical research includes original investigations using manuscripts, documents, oral narrative, and other printed and non-printed materials.

Theory development is the process of drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power with respect to an area of experience. Scientific theories suggest explanations for phenomena that may be subjected to empirical tests.

Methodological studies include the development and testing of new or revised methods of inquiry that have utility in generating knowledge.

Philosophical inquiry in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. It seeks to answer questions related to the meaning of health and illness in the context of human life, how we acquire and evaluate knowledge, and the standards of conduct of life. Whether arguments are inductive or deductive in nature, assumptions are thoroughly examined and principles of logical thought and proof are followed.

Examples of Documentation of the Quality of the Scholarship of Discovery

- peer-reviewed publications of research, theory, or philosophical essays;
- presentations of research, theory, or philosophical essays;
- grant awards in support of research or scholarship;
- mentorship of junior colleagues in research or scholarship;
- state, regional, national, or international recognition as a scholar in an identified area; and
- positive peer evaluations of the body of work.

Scholarship of Teaching

The scholarship of teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge and adds to deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

Knowledge of the discipline or specialty applied in teaching-learning includes innovations that demonstrate the

knowledge of the faculty member in relation to teaching (such as authorship of textbooks or other learning aids), technology application, and theory building in the teaching-learning assessment context.

Development of innovative teaching and evaluation methods includes research in teaching strategies, course development and outcome evaluation, curricular and faculty evaluation innovations, research related to the knowledge and pedagogy of nursing, and creation of innovative learning environments that support diverse groups of students.

Program development and learning outcome evaluation includes the development of outcomes assessment programs, accreditation reports, grant proposals for educational programs, disciplinary and interdisciplinary programs, and educational evaluation models.

Professional role modeling includes the mentoring of students and novice faculty, leadership roles in curriculum and instruction, development of programs for lifelong learning, and leadership in shaping educational policy.

Examples of Documentation of the Quality of Scholarship of Teaching

- peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories.
- accreditation or other comprehensive program reports.
- successful applications of technology to teaching and learning.
- positive peer assessments of innovations in teaching.
- state, regional, national, or international recognition as a master teacher.
- published textbooks or other learning aids.
- grant awards in support of teaching and learning.
- design of outcome studies or evaluation/assessment programs; and
- presentations related to teaching and learning.

Scholarship of Practice (Application)

The scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993).

Models through which the scholarship of practice may be accomplished are varied (Norbeck & Taylor, 1998). These models may include structural typologies for practice, such as nursing centers, joint appointments with external agencies, and faculty development; faculty role approaches, such as teacher, practitioner, administrator, and consultant; specialty practice arrangements, encompassing all types of clinical expertise in nursing, including community health, primary care, anesthesia services, midwifery services, clinical specialties, and others; and administrative approaches, such as volunteer, collaborative, revenue-generating, and contractual service models. In all models, the focus is on the scholarship generated through practice. Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality-of-life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models.

Components of the scholarship of practice include:

development of clinical knowledge, which entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas of expertise.

professional development, which includes self-development to improve competency beyond the basic practice of professional nursing and research in specialty practice arrangements and faculty role concepts (Brown et al., 1995);

application of technical or research skills that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models, and others; and

service, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the mentoring of professional staff and students, leadership roles in developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care (Boyer, 1990).

Examples of Documentation of the Quality of Practice Scholarship

- peer-reviewed publications of research, case studies, technical applications, or other practice issues.
- presentations related to practice.
- consultation reports.
- reports compiling and analyzing patient or health services outcomes.
- products, patents, license copyrights.
- peer reviews of practice.
- grant awards in support of practice.
- state, regional, national, or international recognition as a master practitioner.
- professional certifications, degrees, and other specialty credentials.
- reports of meta-analyses related to practice problems.
- reports of clinical demonstration projects; and
- policy papers related to practice.

Scholarship of Integration

The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas and brings new insight to bear on original concepts and research. Critical analysis and interpretation are two common methodologies, but interdisciplinary work may take place through any medium for scholarship such as those described as discovery, teaching, or practice (Boyer, 1990). Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights.

Integrative scholarship requires participation from two or more disciplines in inquiry that advances knowledge across a wide range of techniques and methodologies. Works that would be recognized in the scholarship of integration in nursing include interfaces between nursing and a variety of disciplines. Integrative reviews of the literature, analysis of health policy, development of interdisciplinary educational programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines are examples of the scholarship of integration.

Examples of Documentation of the Quality of Integrative Scholarship

- peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others.
- copyrights, licenses, patents, or products for sale.
- published books.
- positive peer evaluations of contributions to integrative scholarship.
- reports of interdisciplinary programs or service projects.
- interdisciplinary grant awards.

- presentations; and
- policy papers designed to influence organizations or governments.

Summary

While the mission of institutions of higher learning is unique in each setting, the commitment to scholarly approaches to education, practice, and research creates common bonds across the academic nursing community. This document is intended to clarify, extend, and enhance the scholarly work of nursing in academic settings. The application of the standards proposed in this document will differ by institution yet will provide a framework for the advancement of nursing knowledge that will ultimately improve the health of people.

AACN Task Force on Defining Standards for the Scholarship of Nursing, March 1999

3.2 Full-Time Faculty Workload Policy - Scholarship

Advancement of the profession is a critical component of the College. Full-time faculty normally have 20% of their full-time workload expectations devoted to scholarly activities and are expected to maintain an active scholarship program. Scholarship may be discovery, integration, teaching and/or application. Scholarship may entail a variety of activities including but not limited to:

- submission and acceptance to peer-reviewed professional journals,
- published textbook chapters or instructional modules,
- professional presentation (paper or poster) within ones area of scholarship at regional, national, and/or international level,
- professional consultation, and/or
- research or program proposal development and submission for external funding.

Acceptable scholarship goals will be mutually agreed upon by the Associate Dean for Research and each faculty member on an annual basis.

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4 RESEARCH DESIMINATION FUNDING PROGRAM (RDFP)

4.1

Various sources of external funding are available for research and scholarly endeavors. To ensure that your experience in applying for a grant runs as smoothly as possible, details regarding the general procedures are provided below.

41 General Administration and Submission Procedures

Program specific guidelines and submission procedures for external funding will vary depending on the type of agency and will be addressed accordingly. The purpose of this section is to give you an understanding of the ONR's general administrative procedures and the collaborations that will be involved in your funding application.

To begin the application process, the researcher completes the preliminary approval request form (Form ONR_ISP01). If possible, this should be submitted at least 60 days prior to application deadline. After approval from the Associate Dean of Research to continue application, the ONR Research Coordinator (or equivalent) will inform the GMO of the intent to submit an upcoming proposals. A timeline will be mutually established and coordinated with GMO to avoid submission conflicts, allow time for required reviews and any technical issues related to submission. The ONR aims to have a completed application submitted to the GMO ten business days prior to the agency's closing date.

As the applicant prepares the project specific narrative and budget, the ONR and GMO work in collaboration to obtain any institutional documentation required for submission. The ONR prepares application according to agency (or equivalent) guidelines. Preparation of the application may require support and documentation from the GMO prior to review and will be requested accordingly.

Once all components of the application are prepared, the Associate Dean of Research will review the project specific sections (e.g., narrative and budget) in preparation for final review.

Under BJC policy, all proposals must be reviewed and approved by the BJH Grants Management Office before submission. When the application is ready for the GMO review, the relevant documents, application packages, etc., will be saved to a restricted access network drive G\: Gson-ora on 'BJHafwts01'

The GMO Authorizing Official and the respective grant support coordinator will be notified through email of the completed application. The GMO will review the application for completion from the G\:drive (Gson-ora on BJHafwts01). To limit the duplication of files and the possibility of discrepancies, the GSON Research Coordinator will be contacted for any needed changes to the application. All edits will be reviewed and confirmed by the respective PI/PD, if necessary.

When the GSON edits are complete, the Research Coordinator will notify the GMO of the status. When application has completed its final review by the GMO, the Authorizing Official will submit application and notify relevant parties of receipt.

In the event of unforeseen system or applications errors, the GSON Research Coordinator and the GMO Authorizing Official will be available to address.

As soon as all decisions are final, the Authorizing Official will send copies of all letters (award & decline) to the appropriate Department Administrators. If there are any questions regarding the ONR proposal submission process, please contact Office of Nursing Research.

4.2 Proposal Preparation and Timeline for Sponsored Projects

Sponsored projects include all proposals (research and non-research), and contracts to corporate, foundation and government sponsors. A grant proposal timeline can vary for every proposal that is submitted to a funding sponsor. The timeline presented below is a sample timeline offering suggestions and a brief description of some of the tasks that may be involved during the planning, writing, and submission phases (Appendix C). Most likely, the timeline will be shorter than what is being presented here.

4.2.1 Planning Phase

6 to 12 months before the sponsor deadline:

- Assess yourself and your field.
- Identify the need.
- Start to think of interesting ideas and projects.
- Hold preliminary discussions with colleagues to determine interest and significance.
- Accept all feedback and criticism and assess your capability to successfully pursue the project.
- Assess your funding goals and possible resources that may be needed for the project.
- Identify prior work or related activities of other institutions.
- Develop a case for how your work differs from or compliments others.
- Define your project.
- Begin to identify potential funding sponsors and send letters of inquiry if appropriate.

4.2.2 Timeline for Sponsored Projects

Timeframe	Principal Investigator (PI) Responsibilities	ONR Responsibilities	ONR Contact
4-6 months prior to due	Schedule meeting with Associate Dean for Research and Statistician 4-6 months prior to grant submission,		Assoc. Dean for Research

date	or within one week of receipt of RFA/RFP · Complete an *Intent to Submit a Proposal* · Provide ONR with a copy of the grant announcement/funding agency guidelines · Identify key personnel · Determine what assistance may be required from the ONR with typing and formatting grant	Establish submission timeline, initiate compilation of all required submission documents (i.e., biosketches, LOS, human subject certifications, Memorandums of Understanding, etc)	(ADR) Research Coordinator (RC) or Sr. Grant Writer (SGW)
3 months prior	If not able to meet 4-6 month timeframe, schedule meeting with Associate Dean for Research and Statistician at least 3 months prior to grant submission, or within one week of receipt of RFA/FRP · Complete an *Intent to Submit a Proposal* · Provide ONR with a copy of the grant announcement/funding agency guidelines · Identify key personnel (Principal Investigator/s), including plans for statistician Determine what assistance with be required from the ONR with typing and formatting grant	Initiate compilation of all required submission documents (i.e., biosketches, Letters of Support, human subject certifications, Memorandums of Understanding, etc).	
	Schedule with Sr. Grant Writer Submit first proposal draft 3 months prior to due date Submit research plan and budget for internal Mock Review	Start initial budget draft and preparing initial personnel cost based on initial list of key personnel. Make sure PI has access to NIH eCommons Research body sent to internal reviewers Mock reviewers are contacted Mock review is scheduled	Sr. Grant Writer (SGW)
7-8 weeks prior	Complete documentation for external consultant reviewers to be paid (if applicable) and/request from ADR	Process document for Consultant payment (if applicable)	Administrative Assistant (AA)
6 weeks prior	Submit research plan and budget for external Mock Review	Honorarium to be determined by ADR based on type of grant Research body sent to internal reviewers	ADR
5 weeks prior	Prepare budget and budget justification, then submit to Sr. Grant Writer	Draft budget and ADR reviews within one week Sr. Grant writer returns drafted budget to PI within one week	SGW ADR SGW
4 weeks prior	Prepare Abstract Submits Appendices to Administrative Assistant Submit revised proposal to Associate Dean and Statistician for final review	Mock Review panel meets Formats any instrumentation, manuscripts, etc. Copies Appendices (usually needs to be a PDF file) ADR and Statistician review and make final recommendations	AA AA AA ADR/STAT
3 weeks	Make revisions to body of grant Submits body of the grant to the Sr. Grant Writer Finalizes budget and justification with Sr. Grant Writer	Ensures that all supporting documents have been received Formats research body according to the grant guidelines, and enters references from the PI's Reference Manager/Endnote library and returns to the PI within 2 days. Prepares final budget and justification and submits it to the ADR for review Budget is approved by ADR and sent	SGW SGW SGW SGW

	(Optional: Proofreading)	to Finance Manager (FN) for review **Proofreading will be consistency and formatting only**	**SGW**
	PI makes final revisions to the research body on hard copy and submits to Research Coordinator	Work with PI to ensure completion	RC
10 business days prior to due date	PI reviews the grant for correct version of text, budgets, etc. Changes will be limited to formatting and editorial changes. All changes by PI are made to the electronic copy that will be submitted to the sponsor.	**Final** grant revisions are made with PI in the ONR. This includes conversion of file to PDF, ensuring all attachments are in the right format and location.	SGW or RC
	PI makes **final** revisions to the entire proposal. These revisions are made in person with Sr. Grant Writer in the ONR.	SGR also performs final review	SGW
	If PI makes arrangements to use ONR to type grant, PI submits **final** electronic revisions of research body to RC.	Prepares the grant for uploading. The RC will send to the AO **no less than 10 business days prior to the deadline.**	RC
	NOTE: All grants must now be routed to the ONR no less than 10 business days prior to the grant deadline in order to guarantee proper processing and routing to the ONR. **This must be a final draft – no exceptions.**		
	NOTE: No grant will be routed that is received in the ONR less than 10 business days prior to the deadline.		
5 business days prior to due date		ONR will submit document to Finance Manager for review	RC or SGW
		Final document photocopied, mailed, or electronic submission	RC or SGW
2 days after submission	PI goes into Grants.gov (www.grants.gov/) to verify the electronic submission. PI will inform the Sr. Grant Writer if any errors resulted from Grants.gov and eCommons.	SGW will work with PI to ensure all errors are corrected	SGW

After the sponsor's deadline:

1. Initial screening by the sponsor's administrative staff takes place.
2. Additional review or peer review takes place by the sponsor's qualified scientific experts.
3. Approval or rejection is received with comments from the sponsor's reviewers to the GMO and ONR.

4.2.3 Preparing your Budget

Salary and wages on a sponsored project are budgeted using an individual's current salary base or his/her anticipated salary base. A minimum of 3% inflationary increase is recommended for each additional project year budgeted. Inflationary increases are budgeted as of July 1st of each subsequent year. Please note that this is a recommendation only, and is not a mandatory budgeting requirement.

Current Salary for Faculty & Staff

If an individual being budgeted is a current employee of the GSON, then his/her salary should be budgeted based on the individual's current salary and appointment type. There are two ways to budget faculty & staff time on a project. The first option is to budget based on the number of months being committed to the project. The second option is to budget salary based on a percentage of time being dedicated to the project. Please see below for an example of each method:

Example #1 – Months Committed: A faculty member will be committing two (2) months to work on a sponsored project. This individual earns $90,000, and is on a 9-month appointment. In order to find out how much to budget for two months, we first need to find out how much this individual earns on a monthly basis. Therefore, we will take his/her salary and divide it by his/her appointment length (i.e. $90,000/9)*. In this example, our faculty member's monthly rate is $10,000. We then take the monthly rate and multiple it by the number of months being committed on the project. Consequently, the appropriate amount to budget will be $20,000 in Year 1 (i.e. $10,000 x 2). Then, if the amount of time committed doesn't change in the next year, the appropriate amount to budget in Year 2 would be $10,300 [i.e. $10,000 x 1.03 (using the minimum of 3% recommended inflationary rate)].

* This method is the same when budgeting a 12-month employee. The only difference is that we would divide the employee's salary by 12 months (versus the 9 months as used above).

Example #2 – Percentage of Time Committed: A research associate will be dedicating 25% of his/her time on a project. This individual earns $55,000 on a 12-month appointment. Therefore, in this scenario, we would budget $13,750 in Year 1 (i.e. $55,000 x 25%), and $14,162 in Year 2 (i.e. $13,750 x 1.03).

Important items to keep in mind when budgeting faculty & staff

1. Effort should be described in terms of monthly effort **NOT** hourly effort. The University's effort reporting system is based on monthly effort (or a percentage thereof). This information should be added to your budget justification if the sponsor requires hourly rates.
2. Keep in mind that there may be sponsor caps on how much time an individual can commit to a project.
3. Departments may also have guidelines on how much effort an individual should expend on research efforts. Therefore, please find out what your department head's expectations are when budgeting salary release or summer pay.
4. Honoraria to an employee should be budgeted under salaries carrying the appropriate fringe benefit.

Graduate Students & Temporary Employees

Example #1 – Graduate Students: When budgeting for a graduate student, it is important to find if the appointment will be for nine (9) months or twelve (12) months. Graduate students should not work more than 20 hours per week during the academic months, and no more than 40 hours per week during the summer months. For example: A project will utilize the services of a graduate student earning $20,000 on a 9-month appointment for two project years. Therefore, the amount budgeted in Year 1 is $20,000; and the amount budgeted in Year 2 is $20,600 ($20,000 x 1.03).

Example #2 – Temporary Employees: Temporary employees (i.e. undergraduate assistants, specifically-required paraprofessionals, etc.) can be budgeted using an hourly rate, or using a flat rate. For example: A project will need to hire a webmaster for 100 hours during Year 1 and 50 hours during Year 2. The individual's rate of pay is $25 per hour. Therefore, the amount budgeted in Year 1 will be $2,500; and the amount budgeted in Year 2 will be $1,250. Please note that temporary employees are exempt from the University's effort reporting system.

Fringe Benefits

Fringe Benefits: Payments in addition to base salary for such things as social security, hospitalization, retirement, etc.

In order to simplify the preparation of proposal budgets our Grants Management Office has agreed that GSON can estimate its fringe benefits using established percentage rates. The fringe benefit rate is expressed as a percentage of salary and the dollar amount is calculated by applying the appropriate fringe benefit percentage rate to each employee's salary to be charged to the project. The rate on the employee's classification such as faculty, graduate student, and undergraduate is calculated at 25 percent.

4.3 Records and Administration

The required documentation for funding applications and related administrative functions at the GSON will be managed

through the Office of Nursing Research. Though it is expected that funded individuals maintain a secure and accurate project file, the ONR must be provided with copies (electronic or hard) of all administrative and financial communications related to the research project. Personnel files will be kept confidential at all times and include some or all of the following documents:

1. Complete Application Package
2. Biosketch
3. CITI Certification
4. IRB Approval/Continuation

Budget and salary information, if required for submission, will be kept in a secure confidential file.

5 AUTHORSHIP AND DATA POLICIES

5.1 Authorship on Scientific and Scholarly Publications

The GSON encourages faculty members to be involved in the transfer and dissemination of research as part of their scholarship criteria. However, faculty ownership of information and/or data created in the course of their academic activities or with the use of College resources can create ambiguity in authorship and distribution rights of data. Though most research and scholarly work conducted at Goldfarb has been supported directly and indirectly by numerous resources of the College, the Goldfarb School of Nursing, in accord with academic tradition, except to the extent required by the terms of funding agreements, does not claim ownership to pedagogical and/or scholarly works.

Scientific and scholarly publications, defined as articles, abstracts, presentations at professional meetings and grant applications, provide an essential method to disseminate findings, discovery, and analysis to the scientific, academic, and public communities. For academic activities to contribute to the advancement of knowledge, they must be published in sufficient detail and accuracy to enable others to understand and elaborate the results. For the authors of such work, successful publication improves opportunities for academic funding and promotion while enhancing scientific and scholarly achievement. At the same time, the benefits of authorship are accompanied by a number of responsibilities for the proper planning, conducting, analysis, and reporting of research, and the content and conclusions of other scholarly work.

As a respected member of the academic community, it is the responsibility of Goldfarb School of Nursing at Barnes-Jewish College and its faculty, staff and students to help protect these fundamental elements of the scientific and scholarly process. This policy provides an educational resource describing the essential considerations and requirements in responsible authorship and publication.

Applicability: Faculty, Staff, Trainees, and Students affiliated with Goldfarb School of Nursing

Purpose: Scholarly integrity and the responsible conduct and reporting of research are essential for maintaining public trust, and for community benefit from research discovery.
Policy: The following principles define the Goldfarb School of Nursing at Barnes-Jewish College policy on authorship of scientific and scholarly publications.

5.1.1 Defining Authorship

An author is generally considered to be an individual who has made substantial intellectual contributions to a scientific investigation. All authors should meet the following three criteria, and all those who meet the criteria should be authors:

- Scholarship: Contribute significantly to the conception, design, execution, and/or analysis and interpretation of data.
- Authorship: Participate in drafting, reviewing, and/or revising the manuscript for intellectual content.
- Approval: Approve the manuscript to be published.

An administrative relationship, acquisition of funding, collection of data, or general supervision of a research group alone does not constitute authorship.

It is recognized that definitions of authorship differ among the various scientific disciplines and professional journals, as may standards for "substantial" and "scholarly effort", and the extent to which authors must participate in scholarship and authorship. For example, design/development of research equipment, or collection of a specific data set, may be substantial scholarly effort in certain disciplines. The expectation of this policy is that standards and criteria for authorship in an academic discipline will be widely recognized and consistent across that discipline (including within Washington University), and consistent with the appropriate professional association, and/or journal (publication) in which the work appears.

5.1.2 Lead Author

As a practical matter in the case of publications with multiple authors, one author should be designated as the lead author. The lead author assumes overall responsibility for the manuscript, and also often serves as the managerial and corresponding author, as well as providing a significant contribution to the research effort. A lead author is not necessarily the principal investigator or project leader. The lead author is responsible for:

- Authorship: Including as co-authors all and only those individuals who meet the authorship criteria set forth in this policy.
- Approval: Providing the draft of the manuscript to each individual contributing author for review and consent for authorship. The lead author should obtain from all coauthors their agreement to be designated as such and their approval of the manuscript. A journal may have specific requirements governing author review and consent, which must be followed.
- Integrity: The lead author is responsible for the integrity of the work as a whole, and ensuring that reasonable care and effort has been taken to determine that all the data are complete, accurate, and reasonably interpreted.

5.1.3 Co-authors

All co-authors of a publication are responsible for:

- Authorship: By providing consent to authorship to the lead author, co-authors acknowledge that they meet the authorship criteria set forth in section 1 of this policy. A coauthor should have participated sufficiently in the work to take responsibility for appropriate portions of the content.
- Approval: By providing consent to authorship to the lead author, co-authors are acknowledging that they have reviewed and approved the manuscript.
- Integrity: Each co-author is responsible for the content of all appropriate portions of the manuscript, including the integrity of any applicable research.

An individual retains the right to refuse co-authorship of a manuscript if s/he does not satisfy the criteria for authorship.

5.1.4 Acknowledgments

Individuals who may have made some contribution to a publication, but who do not meet the criteria for authorship, such as staff, editorial assistants, medical writers, or other individuals, can provide a valuable contribution to the writing and editing of publications. Since those contributions do not meet the criteria for authorship under this policy, those individuals should be listed in an acknowledgement and/or contributorship section of the work.

5.1.5 Unacceptable Authorship

Guest, gift, and ghost authorship are all inconsistent with the definition of authorship, and are unacceptable and a violation of this policy. Guest (honorary, courtesy, or prestige) authorship is defined as granting authorship out of appreciation or respect for an individual, or in the belief that expert standing of the guest will increase the likelihood of publication, credibility, or status of the work. Gift authorship is credit, offered from a sense of obligation, tribute, or dependence, within the context of an anticipated benefit, to an individual who has not contributed to the work.
Ghost authorship is the failure to identify as an author, someone who made substantial contributions to the research or writing of a manuscript that merited authorship, or an unnamed individual who participated in writing the manuscript. Ghost authorship may range from authors for hire with the understanding that they will not be credited, to major contributors not named as an author.

5.1.6 Authorship Order

The order of authors is a collective decision of the authors or study group. This policy does not address questions or disputes regarding the order of authorship on publications. It is not possible for the College to define the order of

authorship. In conjunction with the lead author, co-authors should discuss authorship order at the onset of the project and revise their decision as needed. All authors must work together to make these informed judgments.
Should authors fail to resolve disputes about the order of authors, Dean and Associate Dean of Research should mediate an effort to resolve the dispute.

5.1.7 Research Funding

All authors, in manuscripts submitted for review and publication, must acknowledge/disclose the source(s) of support for the work. Support includes research and educational grants, salary or other support, contracts, gifts, and departmental, institutional and hospital support.

5.2 Research Data Policy

Research Data are a valuable asset to the Goldfarb School of Nursing at Barnes-Jewish College. This policy protects the faculty's and College's property rights by addressing the definition, responsibility, control, and distribution of Research Data produced during activities supported by the College; supported by external sponsors; or produced with College facilities, resources, or other personnel.

This policy is applicable to Research Data developed by GSON employees in performing the duties of their employment or through substantial use of funds and facilities provided by the College . All data that is funded by the GSOn remains the property of the College. This policy assures that Research Data are adequately recorded, archived, retained, and accessible for sufficient time to support the associated research that produced the data and any intellectual property developed by that research.

5.2.1 Definition of Research Data

For purposes of this policy, Research Data includes all records necessary for the reconstruction and evaluation of reported results of research and the events and processes leading to those results, regardless of form or media. Research Data may include laboratory notebooks, databases documenting research, and other compilations of information developed during research. Research Data are distinct and separate from, but may be associated with, other intellectual property such as patentable or copyrightable works, and trademarks.

5.2.2 Responsibility for Research Data

The College is ultimately responsible for the accuracy and sufficiency of research records, the cornerstone of rigorous research. Therefore, the College is responsible for Research Data developed by GSON personnel in performing the duties of their employment. Such responsibility applies to research funded by external sources and managed by the College, unless the GSON agrees to another arrangement in a grant, contract, or other agreement.

5.2.3 Control of Research Data

The GSON supports the principle of openness in research. Free dissemination of data, processes, and results of research and other sponsored activity is crucial to a vibrant and healthy academic environment. The College promotes the prompt and open exchange of Research Data with scientific colleagues outside the investigator's immediate laboratory or department, subject to relevant grants, contracts, other agreements, or applicable law.

In the case of externally sponsored research involving a grant, contract, or other agreement, the Principal Investigator (PI) is responsible for controlling storage, use, and distribution of Research Data arising from the research activity, subject to provisions of the applicable grant, contract, or other agreement, or College policy, or applicable law.

5.2.4 Externally Funded Data Transfer When a PI Leaves the College or a Grant is Transferred

If a PI leaves the College and has externally funded research and the researchi s to accompany the PI to a new institution, ownership of the data may be transferred with the approval of the Dean and with written agreement from the PI's new institution that ensures:
(1) its acceptance of custodial and other responsibilities for the data; (2) the College and any sponsors have access to the data when necessary and upon reasonable notice; and (3) protection of the rights of human subjects.

5.2.5 Resolving Disputes Concerning Research Data Ownership or Policy

Questions of Research Data ownership or other matters pertaining to the Research Data policy will be resolved by the Associate Dean of Research in conformance with applicable College policies.

5.3 Financial Conflicts of Interest

Authors shall fully disclose, in all manuscripts to journals, grant applications, and at professional meetings, all relevant financial interests that could be viewed as a potential conflict of interest or as required by the College and/or journal. All such financial interests must also be reported internally as required by the College's conflict of interest policies.

5.4 Violations of the Policy

Knowing, intentional, or reckless violations of this policy are considered research misconduct. Violations of the policy that do not rise to the level of research misconduct may subject the individual to corrective action or other sanctions as deemed appropriate by the Dean and Associate Dean of Research. Disagreements regarding the order of authorship do not, in and of themselves, constitute a violation of this policy or research misconduct.

Authorship Guidelines have been adapted from the Washington University Research Integrity Policy Manual.

6 SOFTWARE AND EQUIPMENT

The Goldfarb School of Nursing supports faculty and graduate students in the development, implementation, and submission of research projects and other sponsored activities with an emphasis on research and external funding. The ONR offers a range of equipment and software available for academic and research related activities.

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