



# **SELF-STUDY DOCUMENT**

**FOR THE PURPOSE OF DNP ACCREDITATION**

**SUBMITTED TO THE COMMISSION OF COLLEGIATE  
NURSING EDUCATION BY THE UNIVERSITY OF  
PITTSBURGH SCHOOL OF NURSING**

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## TABLE OF CONTENTS

<b>INFORMATION COVER SHEETS (ALL PROGRAMS)</b>		
<b>INTRODUCTION</b>	Page	iv
<b>STANDARD I - Program Quality: Mission And Governance</b>	Page	1
Key Element I-A	Page	1
Key Element I-B	Page	5
Key Element I-C	Page	6
Key Element I-D	Page	7
Key Element I-E	Page	8
Key Element I-F	Page	9
<b>STANDARD II - Program Quality: Institutional Commitment and Resources</b>	Page	15
Key Element II-A	Page	15
Key Element II-B	Page	18
Key Element II-C	Page	21
Key Element II-D	Page	22
Key Element II-E	Page	24
Key Element II-F	Page	26
<b>STANDARD III - Program Quality: Curriculum and Teaching-Learning Practices</b>	Page	29
Key Element III-A	Page	29
Key Element III-B	Page	30
Key Element III-C	Page	33
Key Element III-D	Page	36
Key Element III-E	Page	39
Key Element III-F	Page	40
Key Element III-G	Page	44
Key Element III-H	Page	45
<b>STANDARD IV - Program Effectiveness: Program Effectiveness: Assessment and Achievement of Program Outcomes</b>		51
Key Element IV-A	Page	51
Key Element IV-B	Page	54
Key Element IV-C	Page	58
Key Element IV-D	Page	59
Key Element IV-E	Page	60
Key Element IV-F	Page	62
Key Element IV-G	Page	67
Key Element IV-H	Page	68

## TABLES:

Table 1:	Primary Standards and Guidelines Used to Achieve Program Outcomes	Page	2
Table 2:	Summary of the University and School's Missions and Expected DNP Outcomes	Page	3
Table 3:	Corresponding program objectives across degrees	Page	4
Table 4:	Quantitative Reasoning Student Learning Outcomes	Page	4
Table 5:	Specific DNP Outcomes with Benchmarks	Page	4-5
Table 6:	Evaluation of Faculty Outcomes	Page	7
Table 7:	Faculty and Student Program Governance Attendance	Page	8
Table 8:	Accuracy and Consistency of Documents	Page	9
Table 9:	Congruence of Policies (examples)	Page	10-14
Table 10:	School of Nursing Expense Summary (Dollars in Thousands)	Page	15
Table 11:	Availability of Resources	Page	21
Table 12:	Examples of objectives for specialty roles	Page	29-30
Table 13:	Examples of Essentials/Course Congruence	Page	32-33
Table 14:	Examples of faculty use of teaching-learning practices and methods in achieving program outcomes	Page	38-39
Table 15:	Student Evaluations of DNP Courses	Page	42
Table 16:	Communication of Evaluation	Page	45
Table 17:	DNP Program Outcomes, Data Collection, and Benchmarks	Page	52-54
Table 18:	Summary of Enrollment/Graduation Data	Page	56-57
Table 19:	Licensure and Certification Pass Rates	Page	59
Table 20:	Evaluation of Faculty Outcomes	Page	63-64
Table 21:	Faculty Achievement 2012-2013	Page	64-67
Table 22:	Comparison of Benchmarks and Outcomes	Page	69-72
Table 23:	Statistics: Online vs. Onsite	Page	73
Table 24-25	Descriptive Statistics: Online and Onsite	Page	73
Table 26:	Grade distribution by DNP Subplans and Core Course: ONSITE	Page	73-74
Table 27:	Grade distribution by DNP Subplans and Core Course: ONLINE	Page	74-76
Table 28:	Applicants who take the GRE and Average GRE (2012-2013)	Page	76
Table 29:	Average admitted GPA (2012-2013)	Page	76-77
Table 30:	Summaries of IP-MACY pre/post course questionnaire	Page	78-81

## APPENDICES:

- Appendix 1: *University Organization Chart*
- Appendix 2: *Schools of the Health Sciences Organization Chart*
- Appendix 3: *The School of Nursing Organization Chart*
- Appendix 4: *Outline of the Graduate Orientation Module*
- Appendix 5: *The current long-range plan (2012-2017)*
- Appendix 6: *NTF criteria worksheet*
- Appendix 7: *Orientation Packet*
- Appendix 8: *Correspondence*
- Appendix 9: *DNP Capstone Project Guidelines*
- Appendix 10: *DNP Curriculum plans*
- Appendix 11: *Guidelines for the administration residency experience*
- Appendix 12: *Additional OMET results*
- Appendix 13: *Listing of all DNP courses*
- Appendix 14: *2014 QIR template*
- Appendix 15: *Specific employment information*
- Appendix 16: *Descriptions of presentations*
- Appendix 17: *Faculty Certification and Licensure*
- Appendix 18: *List of Faculty Forum topics*
- Appendix 19: *List of Research Methodology Presentations*
- Appendix 20: *Additional application/enrollment/graduation data*
- Appendix 21: *Comprehensive report of quality improvement efforts conducted during the 2012-2013 Academic Year*
- Appendix 22: *DNP Written Communication Learning Outcome Matrix*
- Appendix 23: *DNP Quantitative Reasoning Learning Outcome Matrix*
- Appendix 24: *DNP Discipline-Specific Learning Outcome Matrix*
- Appendix 25: *Student Learning Outcomes Process for Evaluation*
- Appendix 26: *Student Learning Outcomes Sampling Plan*
- Appendix 27: *Capstone Quality Metric*
- Appendix 28: *Course review form*



## Introduction

The University of Pittsburgh and the University of Pittsburgh School of Nursing have each made notable progress since the last Commission On Collegiate Nursing Education (CCNE) site visit in 2009. The University, under the dynamic leadership of Chancellor Mark A. Nordenberg, has a reputation as a world-class public research university while still maintaining a reputation for excellence in teaching. School progress under the leadership of Dean Jacqueline Dunbar-Jacob mirrors that of the University as the number of applicants continues to increase, better-qualified students are enrolling, and research support continues to grow. Today, the University of Pittsburgh School of Nursing is ranked 3rd in National Institutes of Health (NIH) research funding and 7th overall in graduate education by U. S. News and World Report America's Best Graduate Schools.

The board of trustees, the faculty, staff, and administration are committed to making the University of Pittsburgh one of the nation's preeminent research universities—an institution that provides high-quality undergraduate and superior graduate programs; is engaged in research, artistic, and scholarly activities advancing knowledge and transference of that knowledge in science, technology, and health care; offers continuing education programs; and relates to the surrounding community. The School of Nursing shares this commitment and, as this self-study demonstrates, is succeeding in meeting it to the fullest extent. (Resource Room: A Self-Study submitted to the Middle States Association Commission on Higher Education by the University of Pittsburgh, April 2012. See also University Fact Books: <http://www.ir.pitt.edu/factbook/>)

### University History and Locations

The University of Pittsburgh of the Commonwealth System of Higher Education is a nonsectarian, coeducational, state-related, public research university made up of five campuses located throughout western Pennsylvania. The Pittsburgh campus in Oakland is located in the cultural and medical center of Pittsburgh within an hour's commuting distance for the metropolitan area's 2.4 million people. The Johnstown campus, a four-year undergraduate college in Cambria County, serves the region at the foothills of the Allegheny Mountains. The Bradford campus, a four-year undergraduate college located in the Allegheny Mountains at the Pennsylvania-New York border, serves the predominantly rural areas of western Pennsylvania and western New York. The Greensburg campus is a four-year undergraduate college located east of Pittsburgh that serves Westmoreland County and the eastern Pittsburgh areas. The Titusville campus is a two-year college located in northwestern Pennsylvania.

One of the top public research universities in the nation, the University of Pittsburgh was founded as The Pittsburgh Academy in 1787, the year the United States Constitution was adopted, and located in a log cabin in the Pennsylvania wilderness near the head of the Ohio River. Thirty-two years later, the Pittsburgh Academy became the Western University of Pittsburgh. In 1908, the school moved to a new, much larger location in Pittsburgh's Oakland neighborhood and changed its name to the University of Pittsburgh. The first graduate degree was conferred in 1836 and the first doctoral program was developed in 1884. A private institution for most of its past, the University of Pittsburgh became state-related in 1966, establishing a relationship with the Commonwealth of Pennsylvania that continues to benefit both partners. Today, the University of Pittsburgh is an elected member of the Association of American Universities and is ranked eleventh nationally among public research universities, according to The Center for Measuring University Performance (CMUP). As of federal FY 2010, the University was ranked 10th nationally among all universities in total research dollars (\$806 million after Johns Hopkins, University of Michigan, University of Washington, University of Wisconsin at Madison, University of California at San Diego, University of California at San Francisco and Duke University), and 5<sup>th</sup> in federal research (\$581 million). Moreover, in 2012, the University of Pittsburgh was ranked 5<sup>th</sup> according to the NSF for federal science and engineering research and development support (over \$800 million in research expenditures), see Chancellor's report.

The CMUP 2012 annual report noted the challenges top public research universities face today such as competition with private institutions and national competition in general (not simply local or regional) for faculty, staff, and funding; budgetary competition with non-educational sectors; public opposition to revenue increases; and increasing demands for taxpayer control. CMUP also noted a shift to reinvestment in higher education as a mechanism to drive economic development. While

Pennsylvania lags in exploiting the possibilities this model offers, the University and the school are strongly situated and taking advantage of the elements driving these opportunities where they exist, capitalizing on research, technological development, and occupationally-focused education and training, among other factors. The recent economic downturn is impacting the University of Pittsburgh as it is all universities. However, through the strength of the University's strategic and budgetary planning, plans are in process to minimize negative effects of the current economic environment

#### University Governance

The University is governed by a Board of Trustees, and led by its chief executive officer, Chancellor Nordenberg. Under the Charter and Bylaws of the University, the board is responsible for advancing the purposes of the University; promoting and protecting its independence, academic freedom, and integrity; and enhancing and preserving its assets for the benefit of future generations of students and society at large. The trustees bear responsibility for the financial and academic development of the University, for overseeing the management of its resources, and for ensuring that the University meets its obligations to the Commonwealth of Pennsylvania and to society generally. The board delegates general administrative, academic, and management authority to the chancellor. The board retains ultimate responsibility for all University affairs, however, and reserves its authority directly in at least three areas: selection of a chancellor; approval of major institutional policies, particularly those related to the fiduciary responsibilities of the board; and definition of the mission and goals of the University.

The board is composed of thirty-six voting members consisting of the chancellor; seventeen term trustees elected by the board; six alumni trustees elected by the board from nominees provided by the University Alumni Association Board of Directors; and twelve Commonwealth trustees, four each appointed by the governor, the president pro tempore of the senate, and the speaker of the house. Much of the work of the board is carried out in committees and sub-committees, and many of these committees include faculty, staff, and students as non-voting representatives. There is a sub-committee specifically for the health sciences.

Chancellor Nordenberg appoints the senior administrative and academic leadership team. He appoints deans of all non-health sciences divisions upon recommendation of the provost; deans in the schools of the health sciences are appointed in conjunction with the senior vice chancellor for the health sciences (the provost guides matters that are purely academic while the senior vice chancellor oversees matters specifically related to health care). All appointments are subject to confirmation by the board. All deans throughout the University, including the health sciences, belong to the council of deans which meets monthly with the provost.

The University has fifteen major divisions and four regional campuses described above. The divisions are: School of Arts and Sciences (including the College of General Studies); the Joseph M. Katz Graduate School of Business; School of Education; the John A. Swanson School of Engineering; School of Law; Graduate School of Public and International Affairs; School of Social Work; School of Information Sciences; University Honors College; and the schools of the health sciences, consisting of: School of Dental Medicine; School of Health and Rehabilitation Sciences; School of Medicine; School of Nursing; School of Pharmacy; and the Graduate School of Public Health. (Bulletins and descriptive material for each school and campus are available online through the University's main Web site: [www.pitt.edu](http://www.pitt.edu).)

Organization of the University and Relationship to the University of Pittsburgh Medical Center (UPMC) (See Appendix 1: University Organization Chart and Appendix 2: Schools of the Health Sciences Organization Chart) Schools and colleges within the University have parallel administrative structures modified to each situation and covering academic affairs, student services, finance, alumni affairs, and information technology. Each school is assigned a development officer who reports to the University's Office of Institutional Advancement. Since 2003, the University of Pittsburgh and the University of Pittsburgh Medical Center (UPMC) have maintained a unified fundraising organization. Potential donors can come to one source instead of several different development offices to identify the range of philanthropic possibilities open to them. The Medical and Health Sciences Foundation raises philanthropic funds on behalf of the University of Pittsburgh's schools of the health sciences and UPMC; as with the other health sciences units, the School of Nursing's director of development reports to the president of the foundation.

The University has a strong relationship with UPMC. UPMC is a separate corporate body; the University has a set number of seats on the UPMC board and UPMC has set representation on the

University board. The dean of the School of Nursing is a University appointee to the board of the academic health center hospitals - Presbyterian, Montefiore, Shadyside, and Western Psychiatric Institute and Clinics. UPMC provides negotiated financial support to the health sciences, including the School of Nursing through a variety of mechanisms such as loaned faculty. UPMC's chief nursing officer is an ex officio member of the School of Nursing's dean's council, and the dean of the School of Nursing in turn sits on the CNO's UPMC leadership council.

#### University of Pittsburgh Accreditation and Memberships

The University is accredited by the Middle States Association of Colleges and Schools, the major accrediting body for institutions of higher education in the mid-Atlantic region. Professional schools hold accreditations from their relevant professional associations as required. The University is a member of the Association of American Universities, the American Council on Education, as well as other national, regional, and specialty organizations. History of the University of Pittsburgh School of Nursing

Founded in 1939 under the leadership of Dean Ruth Perkins Kuehn (1939-1961), the University of Pittsburgh School of Nursing educates nurses for increasingly demanding roles through a comprehensive curriculum that combines rigorous academic work with varied and intensive clinical experiences and an extensive and growing involvement in research. The first students enrolled in 1940, and through an intensive three year course of study including summers, graduated in 1943. The first continuing education workshop was offered in 1941. Also in 1941, School of Nursing received part of a \$1.2 million grant from the Nursing and National Defense Act to provide funding for the Army Cadet Nurse Program in response to the demand for nurses during World War II. The first African American and first foreign students were admitted in 1944, and the first male student was admitted in 1946. A Doctor of Philosophy (PhD) program began in 1954 and the first PhD degree was conferred in 1957; a clinical PhD in pediatric and maternity nursing was added in 1963. A consolidated master's degree (MNEd) was offered beginning in 1959 with majors in the clinical fields of maternity nursing, nursing care of children, and psychiatric nursing. Beginning in 1968, all undergraduate students received the Bachelor of Science in Nursing degree (BSN) (some had been receiving a BSNEd). That same year the first oncology clinical nursing specialist program in the country was established, and a doctorate in nursing education was added.

Today the School offers the baccalaureate degree on three tracks (traditional, Accelerated 2nd Degree, and RN Options), the master's in three majors and five areas of concentration, the Doctor of Nursing Practice (DNP) in four majors and ten concentrations, and the PhD, and post-master's certificates in eight areas.

Research began at the School in the early 1950s with funding from the Pittsburgh-based Sarah Mellon Foundation for three studies, and nursing faculty were involved in Jonas Salk's breakthrough polio research during the same period. Faculty research began to accelerate in the 1980s with a new emphasis on recruiting faculty with doctoral degrees and shifting the focus of the doctoral program from clinical to new-knowledge-based research.

To enable faculty research, a director of nursing research was appointed in 1981 to assist faculty in developing pilot studies and to obtain funding. The Office of Nursing Research was reorganized as the Center for Nursing Research (CNR) in 1987 under the leadership of now-Dean Jacqueline Dunbar-Jacob. In 1989, funds for one of the first of two Exploratory Centers for Research in chronic care in the nation were awarded by the NIH National Institute of Nursing Research [NINR] to the School of Nursing. By the 1990s, the school held a sixth-place ranking in NIH research funding; in 1992 research award funding surpassed one million dollars for the first time; the NINR designated the School of Nursing as a Nursing Research Intensive Environment in 1993; and in 1994 the School of Nursing received one of the first of five P30 Center grants for research in chronic disorders. By 1995, external research funding surpassed two million dollars. Today, the NIH places the University of Pittsburgh School of Nursing third in the number of awards received and fifth in the total dollars received among schools of nursing - the 11th consecutive year in the top ten.

The Learning Resources Center was created in 1981 to provide technical and educational support for students, faculty and staff. Known as the Center for Innovation in Clinical Learning (CICL) from 2007 to 2012 and to the Center for Evaluation and Innovation in 2012 and greatly expanded, it offers state-of-the-art technology services described more fully in Key Element II-B.

In 2001, the School of Nursing established the first genome lab housed in a university school of nursing, and the School of Nursing was the first school of nursing nation-wide to require students to take a full semester course in genetics beginning in spring 2001.

The School of Nursing saw a significant jump in enrollment after the closing of the Presbyterian University Hospital School of Nursing in 1972. In 1977, the School of Nursing consolidated operations into the Victoria Building thanks to a major capital initiative, and the school is still located there today, albeit with many changes and upgrades over time including changes since the last site visit.

An outstanding achievement of the school prior to the last visit was the establishment in 1995 of the first Distinguished Clinical Scholar Endowment in the nation at a school of nursing. The first awards were made in academic year 2002-03, and, as of January 2, 2104, the endowment exceeded \$1,052 million. To date, nine faculty members have benefited from the fund (see 2013 annual report for details).

Several acting deans led the school after Dean Kuehn's retirement in 1961, until Marguerite Schaefer's permanent appointment in 1966; she served in that capacity until 1973. Enid D. Goldberg served from 1973-1991; and Ellen B. Rudy from 1991-2001. Jacqueline Dunbar-Jacob became dean in 2001 and has led the school to its current ranking as 7th among schools of nursing graduate programs, according to U.S. News and World Report's America's Best Graduate Schools.

#### Accreditation

The baccalaureate and master's programs are accredited by the Collegiate Commission on Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120 through 9/30/19. The master's and DNP in nursing anesthesia accredited by American Association of Nurse Anesthetists through Spring 2020.

Organizational units provide functional support to the BSN, MSN, DNP and PhD programs, as well as to the overall mission and goals of the School of Nursing. The School of Nursing Organization Chart shown in Appendix 3 depicts the positions and reporting relationships of the dean, three associate deans, one assistant dean, three department chairs, and five directors. (Position descriptions are available in the Resource Room.)

#### International Activity

##### International Activity

One of the areas where the School of Nursing has made considerable progress since our last accreditation is in the area of international activities. Consistent with the University's Global Vision and Strategies, the School of Nursing has expanded our international activities focusing our efforts on a key regions and countries that support our vision and build on our educational and research strengths. The School currently has Memorandums of Understanding (MOUs) with the following universities:

- UPMC Palermo, Italy, where nursing students have a 1 month educational opportunity
- University of Basel, Switzerland, where nursing student have a 2 week educational opportunity
- Birmingham City University in Birmingham, England, where nursing students have a 2 week educational exchange each year
- Fudan University in Shanghai, China, where visiting faculty scholars visit Pitt yearly to observe research and educational strategies. Pitt nursing faculty also visited Fudan to instruct courses for three weeks
- Capital Medical University in Beijing, China, where a memorandum of agreement has been developed
- Angkor Hospital for Children in Siem Reap, Cambodia, where students and faculty have a 1 month service-learning experience
- Royal University of Bhutan in Thimphu, Bhutan, where students and faculty have a 1 month service-learning experience
- Harbin Medical University in Harbin, China, where a memorandum of agreement has been developed
- Pontifical Catholic University in Santiago, Chile, where a memorandum of agreement has been developed
- Nazerbayev University, Astana, Kazakhstan developing a school of nursing as part of Pitt/UPMC collaboration
- University of Belize, Belmopan, Belize - Faculty exchanges including Rick Henker

- Tzu Chi University in Hualien City, Hualien County, Taiwan, establishing student exchanges coordinated by S. Engberg

Our faculty members have shared their research and educational expertise with faculty in many of these settings by hosting a number of scholars from countries including China, Egypt, Germany, Iceland, Jordan, South Africa, Taiwan and Turkey. In addition, our faculty have travelled to present at international conferences, collaborate with international researchers and educators, and teach or accompany students abroad. Our students have an opportunity of participate in study abroad programs led either by School of Nursing faculty or by faculty from other programs at the University.

#### Our DNP Students and Curriculum

The students who enter the University of Pittsburgh School of Nursing DNP program are among the best and brightest in the country. They display high levels of undergraduate (and graduate) achievement, as demonstrated in the DNP enrollment statistics. Since 2006, we have attracted more and more out-of-state students. In 2006 there were 2 out-of-state admitted applicants, compared with 23 Pennsylvania residents (8% out-of-state). For the 2013-2014 academic year, the percentage of out-of-state admitted applicants rose to 21% (17 out-of-state, 63 PA residents). Our students perform highly and comparably across all areas of concentration and option (online/onsite). As demonstrated in Standard IV, analysis of the core course performance and GPA, shows that we hold all students to the same high standard, regardless of the concentration or program in which they are enrolled. In addition, our students perform similarly regardless of their point of entry (BSN-DNP vs. MSN-DNP). Our survey data indicates that students, alumni, and employers are continuously and highly satisfied with the DNP curriculum, faculty, and graduates.

The DNP focuses on evaluating evidence and using evidence in clinical decision-making, leadership skills, implementing viable clinical innovations, and through applying research and theoretical understanding to plan and make change in practice. There is also emphasis on a population perspective, assessment of populations, use of data to make programmatic decisions, and program evaluation. Course work and clinical practice are required in the DNP curriculum. The core theory content and set of core competencies for all DNP graduates are aligned with The Essentials of Doctoral Education for Advanced Nursing Practice, defined by the American Association of Colleges of Nursing [AACN]. Core courses of this curriculum focus on advanced evidence-based practice, organizational and systems leadership, clinical research and analytical methods for evidence-based practice, informatics and patient care technology for the transformation of health care, health care policy and finance, ethics, clinical prevention and population health, and interprofessional collaboration for improving patient and population health outcomes. This knowledge is then expanded upon through cognates within selected areas of focus. The DNP educational experience culminates in a Capstone Project that reflects the practice interest of the student and the synthesis and application of knowledge gained through the curriculum.

The discussion around the curriculum and performance data will be primarily focused on the four majors and ten areas of concentration. Enrollment for the RN-DNP program and post-Masters certificate programs is low (n<10). In addition, the curriculum for the certificate programs varies by student background. These low-enrolling programs are kept open to meet the needs of the community, which will be discussed in detail throughout the document.

The following table describes our curriculum options:

BSN to DNP	Post-Masters's DNP Completion
Clinical Nurse Specialist Adult Gerontology (onsite)	Clinical Nurse Specialist Adult Gerontology (onsite and online) Psychiatric Mental Health (onsite and online)
Nurse Administration (onsite)	Nursing Administration (onsite and online)
	Nurse Anesthesia (onsite and online)
Nurse Practitioner Adult-Gerontology Acute Care (onsite) Adult-Gerontology Primary Care (onsite) Family (Individual Across the Lifespan) (onsite)	Nurse Practitioner Adult-Gerontology Acute Care (onsite and online) Adult- Gerontology Primary Care (onsite and online) Family (Individual Across the Lifespan)

BSN to DNP	Post-Masters's DNP Completion
Neonatal (onsite) Pediatric Primary Care (onsite) Psychiatric Mental Health Nurse Practitioner (onsite)	(onsite and online) Neonatal (onsite and online) Pediatric Primary Care (onsite and online) Psychiatric Primary Care Nurse Practitioner (onsite and online)

## Standard I

### Program Quality: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

I-A. The mission, goals, and expected program outcomes are:

- congruent with those of the parent institution; and
- consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

*Elaboration: The program's mission statement, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. A mission statement may relate to all nursing programs offered by the nursing unit or specific programs may have separate mission statements. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Student outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.*

*The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:*

- *The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];*
- *The Essentials of Master's Education in Nursing (AACN, 2011);*
- *The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and*
- *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2012].*

*A program may select additional standards and guidelines.*

*A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.*

*An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).*

#### Program Response:

The mission, goals, and expected program outcomes of the School of Nursing and the University are congruent and accessible to current and prospective students through the University Bulletin, the University Fact Book, and both the University and the School of Nursing web sites (Table 2). In addition, the missions are displayed prominently in the lobby of the School of Nursing in the Victoria Building. In their first term of enrollment each DNP student completes an online orientation to the School, which includes the mission statement and policies. A copy of the outline of the Graduate Orientation Module can be found in Appendix 4. There has been no change in the mission of the University or the School since our last review.

Per Policy 431, The School of Nursing Dean's Council, in collaboration with the School of Nursing's Total Faculty, reviews the School of Nursing mission statement every 3 years. It is reviewed to reflect congruency with the University's mission and to reflect the professional nurse standards and guidelines, and consider the needs and expectations of the community of interest. The total faculty of



the School reviewed both mission statements in Oct 2012. The DNP curriculum and program outcomes reflect the appropriate professional nursing standards and guidelines as identified in Table 1, and consider the needs and expectations of the community of interest. Copies of all guidelines and advanced practice standards cited are available in the Resource Room.

TABLE 1. Primary Standards and Guidelines Used to Achieve Program Outcomes

Program/Major	Guidelines/Standards/ Certification requirements	Rationale
DNP Program		
All DNP	<i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006)	National standards followed in curricular development
Nurse Practitioner (Including the following areas of concentration: Acute-care, adult-gerontology, Family Nurse Practitioner, Pediatric, Neonatal, Psych Mental Health and Adult-Gerontology acute care NP, Neonatal NP and Psychiatric Mental Health Certificate programs)	<ul style="list-style-type: none"> <li>- <i>Nurse Practitioner Core Competencies</i> (NONPF, 2012)</li> <li>- <i>Criteria for Evaluation of Nurse Practitioner Programs</i>, Report of the National Task Force on Quality Nurse Practitioner Education (NTF, 2012)</li> <li>- <i>Population-Focused Nurse Practitioner Competencies</i> (NONPF, 2013)</li> <li>- <i>Adult-Gerontology Acute Care Nurse Practitioner Competencies</i> (NONPF, 2012)</li> <li>- <i>Adult-Gerontology Primary Care Nurse Practitioner Competencies</i> (NONPF, 2010)</li> </ul>	All NP concentrations follow national guidelines and standards in the appropriate population as well as meet the core competencies of the profession as defined by NONPF
Clinical Nurse Specialist (Medical-Surgery and Psych CNS)	<i>Core Practice Doctorate Clinical Nurse Specialist Competencies</i> (NACNS, 2009)	Faculty uses guidelines and documents developed by specialty groups and professional organizations to guide curricular development where required.
Administration	Nurse Executive Competencies (AONE, 2005)	Faculty uses guidelines and documents developed by specialty groups and professional organizations to guide curricular development where required.
Nurse Anesthetist	Standards for Accreditation of Nurse Anesthesia Educational Programs (Council on Accreditation of Nurse Anesthesia Programs (COA NAP), 2004)	Faculty uses guidelines of and the program meets or exceeds all standards and recommendations of the COA NAP.

DNP faculty members determine congruence with standards and guidelines through a series of rigorous evaluative steps aimed at continuous program quality improvement, which is discussed in detail under Key Element IV-H. The School of Nursing further defines strategic goals and objectives in a formal 5-year strategic (long term) plan, which is reviewed and revised annually. An operational plan is devised for each year. The initial review and revision is the responsibility of the School of Nursing Planning and Budgeting committee. The current long-range plan (2012-2017) can be found in Appendix 5, and minutes from the Planning and Budget committee can be found in the Resource Room.

For a comparison of the school and University missions, along with expected DNP program and faculty outcomes, see Table 2 below.

**TABLE 2: Summary of the University and School's Missions and Expected DNP Outcomes**

University of Pittsburgh Mission	School of Nursing Mission	Expected DNP Program Outcomes	Expected Aggregate Faculty Outcomes
<p>Advance teaching, research, and public service. This three-part commitment enables the University to serve others by (a) educating diverse students from the region, the nation, and the world; (b) expanding boundaries of knowledge, discovery, and technology; and (c) enhancing quality of life in the western Pennsylvania region and beyond</p>	<p>(a) Provide high quality undergraduate education in nursing;            (b) develop superior graduate programs in nursing that respond to the needs of health care in general and nursing in particular within Pennsylvania, the nation, and the world;            (c) engage in research and other scholarly activities that advance learning through the extension of the frontiers of knowledge in healthcare;            (d) cooperate with healthcare, governmental, and related institutions to transfer knowledge in health sciences and health care; (e) offer continuing education programs adapted to the professional upgrading and career advancement interests and needs of nurses in Pennsylvania; and,            (f) make available to local communities and public agencies the expertise of the School of Nursing in ways that are consistent with the primary teaching and research functions and contribute to the intellectual and economic development in healthcare within the commonwealth, the nation, and the world.</p>	<p>Utilize the research process and advanced practice competencies to prepare nursing leaders for the highest level of clinical nursing practice beyond the initial preparation in the discipline.</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the scientific underpinnings of practice.</li> <li>2. Demonstrate organizational and systems leadership for quality improvement and systems thinking.</li> <li>3. Demonstrate clinical scholarship and analytical methods for evidence-based practice.</li> <li>4. Demonstrate understanding and usage of information systems and technology and patient care technology for the improvement and transformation of health care.</li> <li>5. Demonstrate understanding of health care policy for advocacy of health care.</li> <li>6. Demonstrate inter-professional collaboration for improving patient and population health outcomes.</li> <li>7. Demonstrate clinical prevention and population health for improving the nation's health.</li> <li>8. Demonstrate advanced nursing practice.</li> </ol>	<ul style="list-style-type: none"> <li>- Faculty commitment to excellence in teaching, research and service</li> <li>- School commitment to remain in the top ten graduate programs in schools of nursing nationally as ranked by U.S. News and World Report</li> <li>- School commitment to remain in the top ten schools in research as measured by funding received from the National Institutes of Health</li> <li>- 100% of full-time faculty are doctorally prepared</li> <li>- All faculty teaching advance practice clinical courses will be nationally certified and maintain a clinical practice in their area of specialization</li> </ul>

The University of Pittsburgh is a research-intensive university, producing high levels of research activity within its schools. As demonstrated in the Table 2 above, expected school, program, and faculty outcomes are consistent with the University's position on research activity.

The DNP program objectives logically build upon program objectives at the BSN and MSN levels, as exhibited by the examples in Table 3 below.

TABLE 3. Corresponding program objectives across degrees.

BSN Program Objective	MSN Program Objective	DNP Program Objective
6) Synthesize research findings, clinical evidence and patient values and preferences, and evaluate their applicability for translation into practice with individuals, families, groups and communities.	2) Critically evaluate knowledge and theories from nursing and other disciplines for their contribution to nursing practice.	3) Demonstrate clinical scholarship and analytical methods for evidence-based practice.
9) Demonstrate a leadership role in promoting cultural competence in interactions with peers and others as well as with individuals, families, and aggregates	5) Demonstrate leadership activities to advance the profession of nursing.	6) Demonstrate inter-professional collaboration for improving patient and population health outcomes.

Correspondingly, the DNP Student Learning Outcomes logically build upon student learning outcomes at the BSN and MSN levels. For example, a Quantitative Reasoning learning outcome was developed at the program level. The expected outcomes and attainment of skills build upon prior knowledge obtained, as indicated below.

TABLE 4. Quantitative Reasoning Student Learning Outcomes

BSN Quantitative Reasoning Student Learning Outcome	BSN Quantitative Reasoning Student Learning Outcome	BSN Quantitative Reasoning Student Learning Outcome
Learners will obtain the knowledge/skills to reason and solve quantitative problems in the context of nursing science. They are expected to understand specific problems, as indicated by the literature, and use quantitative evidence to support arguments.	Learners will obtain the knowledge/skills to use quantitative reasoning in support of a justification of evidence to support a clinical question.	Learners will obtain the knowledge/skills to support the development of a compelling, answerable clinical question by examining a body of literature

In addition to the stated University, School, and Program outcomes, we have identified specific, measurable outcomes to be assessed annually. These outcomes are reflective of our program success, and include student, program, and alumni achievement. The expected outcomes, along with specific benchmarks, are displayed in Table 5 below. Our progress and analysis of these outcomes will be discussed in Standard IV.

TABLE 5. Specific DNP Outcomes with Benchmarks

Expected Outcome	Benchmark
DNP Progression	95% of admitted students progress in course work. Delays are explained by approved leave of absence or extenuating circumstances
Achievement of DNP Essential Competencies	- 100% of the DNP Essential will be reflected in required DNP courses - 80% of completed capstone projects/portfolios will reflect achieve of relevant DNP Essentials -100% of students will pass all required DNP courses

Achievement of specialty competencies as relevant	- 100% of the relevant specialty competencies will be reflected in required DNP courses - 100% of students will pass all required DNP courses
Effectiveness of clinical experiences in meeting program objectives/ competencies	>90% of clinical sites will be rated as effective  >90% of students will be rated positively by preceptors
BSN to DNP Comprehensive Examination Pass Rates	90% 1st time pass rates; 100% on 2 <sup>nd</sup> attempt
Student Satisfaction	80% of students satisfied with the program
DNP Graduation rates	95% will graduate within the 10 year statute of limitations
Profession Certification Examination Pass Rates	100% pass rate
Employment Rates	95% of graduates are employed
Alumni Satisfaction	90% of alumni are satisfied or very satisfied with their education 6 months to 3 years post-graduation
Alumni Achievements	- 80% will have published their capstone project; - 90% will have presented at a local, regional or national meeting; 80% will have mentored DNP students; - 90% will be active in professional organizations
Increase the proportion of full-time BSN to DNP primary care NP students	50% of BSN to DNP primary care NP students will be enrolled full-time.
Student Achievement of School of Nursing Learning Outcomes	90% of students will meet School of Nursing established outcomes in writing (By the end of the program 80% of students must achieve a rating of Exceptionally Met on the assessment rubric) and global health (Students are expected to achieve a score of 80% or better on the end-of-program pre-assessment to meet program standards)
Ensure equivalency between onsite and online programs	The online and onsite Nurse Practitioner, CNS, and Administration programs will be equivalent in terms of curriculum, course requirements, student achievement, and student satisfaction
Ensure outcomes for BSN-DNP and MSN-DNP students are equivalent	BSN-DNP and MSN-DNP students will be equivalent in terms of course requirements, student achievement, and student satisfaction

I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:

- professional nursing standards and guidelines; and
- the needs and expectations of the community of interest.

*Elaboration: There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to foster program improvement.*

Program Response:

The University of Pittsburgh School of Nursing has integrated the concept of quality improvement by implementing a detailed evaluation plan to guide the quality improvement process, and reflects CCNE Standards I through IV. Each program reports on its quality improvement activities annually, documenting achievement and identifying quality improvement strategies. A faculty member represents the DNP Council on the Evaluation and Steering Committee of the School and reports on the

quality improvement activity of the DNP Council. For instance in 2013 a task force of the DNP Council charged with making recommendations about the impact of DNP enrollment on admission processes, class size (on-site and on-line) and faculty workload recommended the use of the Taft model for assessing the appropriate class size for each course. The task force further agreed that workload for on line and on site courses are equivalent and recommended that they be assigned the same workload credit with additional credit for new course development. A second task force recommended an electronic format for the DNP portfolio which is required of each student prior to graduation. The DNP Council supported these recommendations and the budgetary implications of both reports are currently being reviewed.

The School of Nursing defines its community of interest as faculty, students, staff, alumni, employers, preceptors, various advisory boards and committees, Board of Visitors, the other schools of the Health Sciences, members of other areas of the University, CNOs of health care facilities, and clinician educators from other institutions. Members of the community of interest participate in ongoing quality activities by providing feedback on student and alumni performance, and by identifying healthcare trends. The DNP Community Advisory Committee was constituted in 2012. Represented in this group are actual and potential employers, faculty and DNP graduates and students. This group suggested that we work to improve our distance education outreach. Consequently, we implemented WebEx delivery of courses for BSN-DNP students living at least 50 miles from campus. Students who meet the distance criteria may elect to participate in selected courses from their home computers. We also implemented an institutional cohort discount enabling students from the same hospital system to receive tuition discounts ranging from 15 to 25%. We currently have a cohort of DNP students from a facility in Erie Pennsylvania taking advantage of this discount and taking courses via Web-X.

I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.

*Elaboration: The nursing unit identifies expectations for faculty, whether in teaching, scholarship, service, practice, or other areas. Expected faculty outcomes are congruent with those of the parent institution.*

#### Program Response:

Expected faculty outcomes have been clearly identified and are congruent with institutional expectations, as indicated in Table 2 above. Members of the faculty are expected to engage in teaching, scholarship, service and practice according to their appointment in the tenure or non-tenure stream and according to their particular level (instructor, assistant, associate, full professor). Further, faculty are expected to meet the criteria of the State Board of Nursing and of the National Task Force on Quality Nurse Practitioner Education (NTF), as appropriate. Supporting materials for NTF will be available in the Resource Room, and the NTF criteria worksheet can be found in Appendix 6. All faculty are required to do so meet these criteria. Specific expectations for individuals are communicated orally and in writing upon hiring. Overall expectations of faculty regarding teaching, scholarly productivity, and service are clearly identified, accessible to all faculty via the School of Nursing Intranet, and are congruent with those of the University, which are accessible on the University provost's web site (<http://provost.pitt.edu/leadership-in/faculty.html>). New faculty members participate in a School of Nursing orientation session during their first year of employment (orientation workbook and materials available in the Resource Room). The orientation session provides new faculty with the opportunity to learn about School of Nursing governance, education, external relations, administration, student services, and technology/research support (Appendix 7). Each faculty member also undergoes annual merit review conducted by the department chairs to gauge performance and identify any necessary corrective measures. Various evaluation tools are used to determine whether goals congruent with those of the School and University have been met; these are clearly communicated to the faculty by their department chairs and posted on the school's Intranet.

Faculty are evaluated against expected outcomes according to their rank and track. Table 6 lists components of a faculty evaluation. Specific guidelines for faculty appointment and promotions, merit review guidelines, and examples, etc. are available on the Intranet and will be available in the Resource Room.

TABLE 6. Evaluation of Faculty Outcomes

Component	Person(s) responsible for review	Alignment with expected outcome	Track
Student Evaluations	Faculty (self) and Department Chair	Teaching	Tenure and Non-Tenure
Peer Evaluations	ARPT committee for tenure track Department chair for non-tenure track	Teaching	Tenure (required) Non-tenure (department specific)
Portfolio	ARPT committee for tenure track	Teaching	Tenure
External Review	Faculty provides names of faculty outside of the institution; Dean selected additional external reviewers	Teaching, Scholarship, Service	Tenure
Self-Evaluations	Faculty	Teaching, Scholarship, Service	Tenure and Non-Tenure

#### I-D. Faculty and students participate in program governance.

*Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.*

#### Program Response:

Program governance continues to be highly inclusive with faculty and students participating largely through a committee structure defined by the School's bylaws. There are four academic councils and nine standing committees with faculty representation on each one; undergraduate and graduate students are represented on the councils and selected committees (e.g., Planning and Budget Committee and Evaluation and Steering). In addition, there are ad hoc committees such as the DNP Task Force on Registration and Enrollment and the DNP Task Force on Electronic Portfolios DNP Council addressing specific issues; these are advisory bodies appointed by the director of the DNP program to make recommendations but not policy. For example, the task force on registration and enrollment examined the current evidence and best practices for online education and made recommendations to the DNP Council (Committee minutes are posted on the Intranet as are by-laws; policies are available on the Web site: <http://www.nursing.pitt.edu/policies.jsp>). By-laws are also available as hardcopy in the Resource Room. Both undergraduate and graduate (including DNP) students have an advisory committee consulting directly with the Dean. The DNP students have a non-voting representative on the DNP Council as well as the Curriculum, Evaluation Steering, and Planning and Budget committees. Two DNP students (representing BSN-DNP and post masters DNP) are members of the DNP Community Advisory Committee that was newly constituted in 2012. In addition, online students are also encouraged to serve on committees and councils (via Skype/teleconferencing). During the 2012-2013 AY, a post-masters DNP administration student served of the School's Planning and Budget committee.

Students also have a variety of student governance organizations through which they may make recommendations and inquiries. DNP students are members of the Graduate Student Organization (GNSO). The GNSO's purpose is to coordinate activities, encourage, and provide a channel of communication and representation between students and the faculty of the School of Nursing. Mid-way through the fall term, the current GNSO secretary sends an email to all graduate students, inviting them to join the organization and asks for nominations for officers/seats on committees (a copy of the correspondence can be found in Appendix 8). The School of Nursing By-laws states which committees allow/require student representation. Faculty involvement in program governance is articulated in the by-laws, which are available on the Intranet and in the Resource Room. Faculty and students participate in the University of Pittsburgh's governing structure as well. At present, 35 nursing faculty members are represented on University committees. The University fosters an extensive strategic

planning process driven by the University's mission and academic values (see <http://www.provost.pitt.edu/leadership-in/strategic-planning.html>). At present, nursing faculty members are represented on 80% of University Senate standing committees (<http://www.univsenate.pitt.edu/committees>). A list of faculty who serve on University and school committees is listed in the annual reports available in the Resource Room; a list of student committee service is likewise available. Faculty and student participation in program governance is monitored, and attendance is recorded in committee minutes. Table 7 summarizes the 2012-2013 program governance attendance.

TABLE 7. Faculty and Student Program Governance Attendance

Committee	Meeting Occurrence	Average Number and Percentage of Members Attending	Student Representation
Total Faculty	Monthly	80	No
DNP Council	Monthly	21 (100%)	Yes
Evaluation Steering	Monthly	8 (57%)	Yes
Planning and Budget	Monthly	9 (53%)	Yes
Admission, Progression and Graduation (APG)	Monthly	5 (66%)	No
Dean's Council	Monthly	10 (100%)	No
Faculty/Staff Welfare	Monthly	6 (50%)	No

I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

*Elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.<sup>1, 2</sup>*

*If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:*

*"The (baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791."*

*"The (baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>)."*

<sup>1</sup> *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).*

<sup>2</sup> *Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2012).*



**Program Response:**

School of Nursing documents and publications accurately reflect program offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree completion requirements, licensure and/or certification exams, and tuition and fees. The School and University websites contain relevant information for prospective and current students.

Prospective students: <http://www.nursing.pitt.edu/students/prospective/index.jsp>;

Current students: <http://www.nursing.pitt.edu/students/index.jsp>

Tuition and fees: <http://www.ir.pitt.edu/tuition/> University Bulletin: (<http://www.bulletins.pitt.edu/>

The School of Nursing 2012 archived graduate bulletin:

<http://www.bulletins.pitt.edu/archive/2012/graduate/nursdr.htm>

Brochures describing each program and certificate program will be available in the resource room. The brochures contain an overview of the program, admission criteria, and the curriculum format. The certificate program brochures contain specific course requirements.

Prospective applicants are advised to check with the appropriate department/office before finalizing plans in order to provide for changes occurring between scheduled updates of the bulletins and the website. Applicants and current students are notified of changes in a variety of ways depending upon the circumstances (e.g., e-mail, telephone, website postings). Resource Room: Advertising and promotional material available online and in the Resource Room during the team visit.

The Office of the Dean (associate deans) has final responsibility for accuracy of materials posted in the University Bulletin and the University website. The Assistant Dean for Student Services, DNP director, department chairs, areas of concentration coordinators and the director of advancement and external relations has primary responsibility for maintaining accuracy of all informational material related to program curricula; the academic calendar; scholarships; tuition and fees; degree completion requirements; and policies relevant to student recruitment, admission, retention, grading, and progression as they fall within each person's purview. Policies are posted on the school's website (<http://www.nursing.pitt.edu/policies.jsp>). While the School website is updated on an ongoing basis, we have an established yearly review process that compares information posted in the University Bulletin, School of Nursing website and recruitment materials are reviewed by the DNP director, student services and area of concentration coordinators to ensure accuracy and consistency. Over the past year, we have encouraged real-time updating of documents.

The process for updating documents on the web is as follows:

1. Requested document change is sent to Webmaster
2. Webmaster completes change and sends to appropriate person for final approval.
3. If the change is related to education, the Associate Dean for Clinical Education has final approval. If the change is related to policy, the Dean of the School of Nursing has final approval. If the change is related to Alumni, the Associate Dean for External Relations has final approval.

As a result of our review and preparation for the self-study, we have identified a need for a policy/process for notifying constituents of changes to documents and publications.

Verification of accuracy and consistency of *current* documents can be found in Table 8.

**TABLE 8. Accuracy and Consistency of Documents**

Document	Location			
	Website	Bulletin	Recruitment	Handbook
Curriculum Plans	☒	☒	☒	☒
Admission Policy	☒	☒	☒	☒
Academic Calendar	☒	☒	☒	☒
Grading Policies	☒	☒	☒	☒
Degree Completion Requirements	☒	☒	☒	☒
Licensure/Certification	☒	☒	☒	☒

I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are:

- fair and equitable;

- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

*Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected student outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.*

#### Program Response:

School of Nursing policies are available on the School's website (<http://www.nursing.pitt.edu/policies.jsp>) and the bylaws are posted on the Intranet. The Bylaws and Policies Committee, which is chaired by a faculty member, reviews policies and bylaws every 3 years to ensure continued congruence with the University and consistency with program mission, goals, and expected student outcomes. In addition, area of concentration coordinators, as well as faculty committees of the school may request changes relevant to their areas of interest. If a change to an existing policy or a new academic policy is proposed, it is sent to the Bylaws and Policies Committee for review and congruency with University policies. The Committee takes proposed changes or new policies to the appropriate academic council, and departments for their input; the proposed policy is sent back to the committee for final editing and/or further discussion; and finally, it is presented to the Total Faculty Organization for approval. The School of Nursing's standards are greater than or equal to the University's standards, with respect to admission, retention, and progression. A process is in place to communicate with the University Provost regarding policy issues.

Examples of congruence of academic policies between the University, School, and DNP program are available in Table 9.

TABLE 9. Congruence of Policies (examples; not limited to)

Policy	University	School of Nursing	DNP Program
Retention of exams	1 year	1 year	1 year
Admission	At the graduate level, the admission policy is assumed by the school	Separate policies exist for undergraduate and graduate admissions	<p>Policy 280</p> <p>Applications to the Doctor of Nursing Practice (DNP) and Master's Programs are screened by the Major/Area of Concentration faculty, who review credentials, interview the applicants, and makes admission decisions based on established School of Nursing criteria.</p> <p>Applicants to the Doctor of Nursing Practice and Master's Programs should meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>- A baccalaureate degree in nursing or RN's pursuing a BSN from an NLN or CCNE accredited program of nursing</li> <li>- A competitive Grade Point Average (GPA)</li> <li>- A current license to practice nursing in the Commonwealth of Pennsylvania or the state or U.S.</li> </ul>

Policy	University	School of Nursing	DNP Program
			<p>territory where DNP clinical or capstone requirements will be completed is required prior to enrolling in relevant courses. Foreign applicants should see section on Admission of Students from Other Countries.</p> <ul style="list-style-type: none"> <li>- A pre-admission interview. If the applicant resides at a great distance, a telephone interview may be substituted.</li> <li>- Personal essay (submitted online)</li> <li>- Pre-requisite statistics course</li> <li>- Competitive scores on the Graduate Record Examination. This is not required if applicant is an RN with a BSN and has a master's degree with GPA of 3.5 or above except for Anesthesia.</li> </ul>
Progression (Grading)	<p>The following policy includes all grades and their corresponding definitions which may be legitimately issued within the schools of the University of Pittsburgh. All available grading options and their uses are also included. Each school uses symbols and grading options consistent with this University Grading Policy. The Registrar will record for a particular course only those grades specified in the Schedule of Classes. An inappropriate grade reported for a student will register as invalid, hence Z. Students will be subject to the grading policy of the school in which a course is given. Graduate students wishing to register for undergraduate courses should contact the</p>	<p>- Policy 209: Graduate (see column to right)</p> <p>- Policy 60: Undergraduate Grades for courses will be reported according to the following scale. When the grading system for courses outside the School of Nursing is different than the following, the student should consult the student's advisor in the School of Nursing.</p> <p>1. Level of Attainment:</p> <p>A+ = 4.00  A = 4.00 Superior  A- = 3.75  B+ = 3.25  B = 3.00 Meritotious  B- = 2.75  C+ = 2.25  C = 2.00 Minimal attainment for all courses with the prefix NUR and specified sciences courses listed in Policy No. 64  C- = 1.75</p>	<p>Policy 209</p> <p>Grades for the School of Nursing Graduate Programs will be reported according to the following scale:</p> <p>A+ = 4.00  A = 4.00 Superior attainment  A- = 3.75  B+ = 3.25  B = 3.00 Minimal attainment in a required course; core, cognate or course in the area of specialization; adequate attainment in an elective course  B- = 2.75  C+ = 2.25  C = 2.00 Minimal attainment in an elective course; inadequate attainment in a required course (see policy #214)  C- = 1.75  D+ = 1.25 Below minimal attainment in any course.  D = 1.00  D- = 0.75  F = 0.00 Failure</p> <p>2. The following grades carry no quality points:  G -- Unfinished course work</p>

Policy	University	School of Nursing	DNP Program
	<p>dean's office of the Academic Center offering the course to explore grading option requirements and procedures.</p> <p><b>Grading System Definitions and Grade Points</b></p> <p>A+ = 4.00  A = 4.00 Superior attainment  A- = 3.75  B+ = 3.25  B = 3.00  Adequate graduate level attainment  B- = 2.75  C+ = 2.25  C = 2.00 Minimal graduate level attainment  C- = 1.75  D+ = 1.25  D = 1.00  D- = 0.75  F = 0.00 Failure  G Course work unfinished because of extenuating personal circumstances  H Exceptional (honors) completion of course requirements  I Incomplete course work, due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars  N Noncredit audit  NC No Credit  R Student resigned from the University  S Satisfactory (successful) completion of course requirements  U Unsatisfactory (failing) completion of course requirements  W Withdrawal</p>	<p>D+ = 1.25  D = 1.00 Minimal  D- = 0.75  F = 0.00 Failure</p> <p>2. The minimum passing grade for individual required nursing courses is C ( See Policy 64)</p> <p>3. The following grades carry no quality points:  G -- Unfinished course work because of extenuating personal circumstances  H Exceptional completion of course requirements  I -- Ongoing study such as incomplete research, work in individual guidance courses, clinical work or seminars.  N -- Non-credit audit  R -- Resignation, when student resigns from University  S -- Satisfactory completion of course requirements  U -- Unsatisfactory completion of course requirements  W -- Withdrawal from a course</p> <p>4. For courses incorporating a clinical component, satisfactory clinical performance is required to successfully pass the course</p> <p>*For specific point scale, see policy #60 in supporting documents</p>	<p>because of extenuating personal circumstances  H Exceptional completion of course requirements  I -- Ongoing study such as incomplete research, work in individual guidance courses, clinical work or seminars.  N -- Non-credit audit  R -- Resignation, when student resigns from University  S -- Satisfactory completion of course requirements  U -- Unsatisfactory completion of course requirements  W -- Withdrawal from a course  Z -- Invalid grade reported  **-- No grade reported</p> <p>3. Letter grades (A, B, C, D, F) will be used for the following types of courses: seminar, lecture, combination lecture and clinical, and Master's Research Practicum [except for the doctoral level research practicum course].</p> <p>4. Letter grades (A, B, C, D, F) or H/S/U can be used for clinical courses depending on the discretion of the program.</p> <p>5. The I/H/S/N/U grade is used for Thesis, Dissertation, Capstone Project, Capstone Clinical and any doctoral level research practicum.</p> <p>6. A graduate student may audit a course upon the written approval of the specific course instructor and an undergraduate student may audit a graduate course but must complete the Grade Option form (see Policy #300). The course appears on the transcript with an "N" (non-credit audit) designation, or a "W" (withdrawal) designation.</p> <p>7. At the instructor's discretion, H/S/U may be used as a grading option for graduate level courses taken by students as elective courses and for which students request an H/S/U grade.</p> <p>8. Only letter grades carry grade points.</p>

Policy	University	School of Nursing	DNP Program
	<p>Z Invalid grade reported</p> <p>** No grade reported</p> <p>Grading Options</p> <p>LG Letter Grade H/S/U</p> <p>Honors/Satisfactory/ Unsatisfactory H/HS/S/LS/U Honors/High Satisfactory/ Satisfactory/Low</p> <p>Satisfactory/ Unsatisfactory* S/NC Satisfactory/No Credit (formerly the S/N option) LG and H/S/U Letter Grade and</p> <p>Honors/Satisfactory/ Unsatisfactory LG and S/NC Letter Grade and Satisfactory/No Credit *This option is available for professional students in the School of Medicine only. Each Academic Center is responsible for establishing guidelines as to which University- approved grading options are appropriate for courses offered by that Academic Center. Similarly, each department may identify from among the grading options approved by the Academic Center those it deems acceptable for the courses it offers. Furthermore, each course instructor may specify, within the range of grading</p>		<p>*For specific point scale, see policy #209 in supporting documents</p>

Policy	University	School of Nursing	DNP Program
	options approved by the department and the Academic Center, the grading options which may be selected by students taking his or her course. A University Grade Option/Audit Request form is not required to be completed by a student and will not be accepted by the Office of the Registrar for a graduate course. Only the S/NC grading option may be used in evaluating thesis or dissertation research.		

#### Areas of Strength for Standard I

- Clearly delineated School of Nursing philosophy, vision and mission and values are congruent with those of the University and consistent with professional standards and specialty guidelines.
- Logical sequence and progression of expected program and student learning outcomes across degree levels.
- Expectations of faculty in regard to teaching, scholarly productivity and service are clearly identified (see Guidelines for Faculty Appointment, Reappointment, Promotion and Tenure and Guidelines for Annual Merit Evaluation) accessible to all faculty via the School of Nursing Intranet (<http://bravo.nursing.pitt.edu/secure/>) and congruent with those of the University which are accessible on the University's Web site (<http://www.provost.pitt.edu/info/FacultyHandbook.pdf>).
- Goals and expected program outcomes are written and easily accessible to current and prospective students via the School of Nursing Web site at each program level.
- Input from the community of interest is sought and analyzed to foster ongoing quality improvement of the program and to improve program outcomes.
- High faculty involvement in program, school, and university governance.

Areas of Concern and Action Plans for Standard I	
Areas of Concern	Action Plans
Our process for notifying constituents about changes in documents and publications could be more systematic and standardized.	Develop a tracking system/database for notifying constituents about changes in documents and publications
Online student participation in program, school, and university governance.	Personally approach and encourage online students to participate in program, school, and university governance.

## Standard II

### Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.

II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.

*Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget also supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the program's mission, goals, and expected outcomes.*

*A defined process is used for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.*

#### Program Response:

##### Budget

The budget enables achievement of the program's mission, goals, and expected student and faculty outcomes. The budget also supports the development, implementation, and evaluation of the program. While budgets for the individual units in the University of Pittsburgh schools of the Health Sciences vary according to size and programmatic need, they are treated comparably regarding augmentations and reductions. Table 10 below presents the total spending for the School for the current and previous two years.

Table 10. School of Nursing Expense Summary (Dollars in Thousands)  
Fiscal Year 2012-2014

	Actual FY 2012	Actual FY 2013	Budget FY 2014
Salaries	\$13,211	\$13,376	\$14,956
Fringe Benefits	3,909	4,426	5,263
Subtotal Compensation	17,120	17,802	20,219
Travel and Business	736	766	827
Other*	4,856	5,744	6,548
Total Expenses	\$22,712	\$24,312	\$27,594
* Excludes incoming funding transfers			

The overarching guidelines for planning, budgeting, and review are set by the University through the Planning and Budgeting System found on the University's website. Under this system, individual units and departments within those units are given flexibility in assessing their needs and setting their budgets as they tie into University priorities and funding realities, especially as a public, state-related institution. Budgets in the School are set up by department, so while the DNP program does not have a specifically identifiable budget, it is supported by services available across the School. Funds are directed for DNP instruction, administrative support, student stipends and scholarships, AACN conference travel, student presentations, events to acquire student feedback, and teaching supplies.



From FY 2002 through FY 2011, the University maintained a graduate tuition incentive plan returning 65% of net tuition earned above goals to the school. During FY 2012 and 2013, that amount was reduced to 40% for all Health Science schools, but was returned to 65% for FY 2014. On-line programs return 75% of gross income to the School. During academic year (AY) 2012-13, DNP on-line tuition generated an incentive to the School of approximately \$640,000. These funds help to defray the additional costs of developing, teaching, and revising on-line courses, state fees, student recruitment, and technology.

Consequently, the budget continues to adequately meet operating and capital needs. Annual adjustments to the budget include funds for employee salary increases, changes to the fringe benefits rates, and to address specific needs of the school. The incentive plans have enabled ongoing expansion of programs and targeted recruitment through financial aid. Since 2012, institutional cohort discounts have enabled DNP students from the same hospital system to receive tuition discounts ranging from 10-25%. Capital funds have enabled upgrading and reconfiguring School of Nursing's classrooms, labs, offices and student areas.

Extramural funding available to the school includes gifts from friends and alumni, sponsored projects, and support from UPMC. At the time of the last site visit in 2009, the school had fifty-two endowed funds; it now has sixty-seven, an increase of 29% as of June 30, 2013. Many of these endowments are directed toward providing scholarships for doctoral students. In FY 2014, five DNP students were awarded the Margaret M. Dick Scholarship which provided a total of \$21,345 in financial assistance.

The National Institutes of Health ranks the University of Pittsburgh School of Nursing 3rd in research support to the nation's schools and colleges of nursing as of NIH's 2012 fiscal year. In addition, the School of Nursing receives support from the Health Resources and Services Administration (HRSA), including a HRSA *Advanced Education Nursing Traineeship* grant of \$668,921 that provides tuition and stipend support for BSN prepared students enrolling full-time in the DNP program.

#### Compensation

Compensation at the School of Nursing is competitive and designed to attract and retain nursing unit personnel. In addition to salary, the University of Pittsburgh offers an extensive and attractive benefits package. The School of Nursing faces the same challenges from external sources as those faced by all nursing schools in competing with higher salaries offered in the clinical arena, and other universities.

#### Physical Space, Equipment and Supplies

The School of Nursing continues to occupy the Victoria Building on campus, which was constructed in 1976 to house the School of Nursing exclusively. Since the last site visit in 2009, the building has undergone numerous improvements to the educational space, the infrastructure, and technological components to support state-of-the-art pedagogy and research.

The building contains 1,166,458 square feet on five floors built over a multi-floor parking garage. Victoria houses teaching, research and administrative activities. Following is a description of the physical space, equipment, and supplies provided in the Victoria Building.

**First Floor (281,585 square feet):** Located on the first floor are three lecture halls, nine classrooms, a clinical research suite, a student lounge area and a food cart adjacent to a dining area. The classrooms have recently been renovated and enlarged to accommodate the increase in the student population within the various programs; all classrooms are equipped with state-of-the-art audio-visual equipment.

**Second Floor (274,031 square feet):** Housed on the second floor of the Victoria Building are two conventional classrooms, a conference-style classroom, a fully equipped anatomy and physiology/microbiology laboratory, two simulation labs with an observation room, two student computer labs, a recording studio, and a nursing skills laboratory. Within the skills laboratory, nine exam rooms were added in 2012 to assist with graduate teaching.

Student support services are located on the second floor. These include the Student Services office and the office of Educational Technology and Innovation. Other departments on the floor include Advancement and External Relations and Continuing Education. This floor provides two student study lounges, one for DNP students, and the other for PhD students.

**Third Floor (266,660 square feet):** The third floor houses faculty, researchers, and administration including the Office of the Dean, the Center for Research and Evaluation, the Acute and Tertiary Care

department, one small computer lab for student use and for faculty to provide additional support to researchers, three conference rooms, and an exercise room.

**Fourth Floor (278,629 square feet):** The fourth floor houses the Health and Community Systems and the Health, Promotion and Development departments. Four research wet labs, a cold room, four conference rooms, the faculty/staff lounge, a student organization office, and two patient research exam rooms.

**Fifth Floor (65,553 square feet):** The fifth floor contains the building's mechanical systems and biobank facility capable of holding up to twenty ultra-low freezers (there are currently 16). The University maintains storage, security, and workspace areas on this floor as well.

**Office Size and Furnishings:** The average faculty and staff office is approximately 9-by-14 feet. There are 180 private offices and 47 cubicle offices. Each is furnished with a desk, a computer table or credenza, one file cabinet, desk chair, side chair, and shelving which can be free standing or mounted on a wall. Special furniture requests can be made to accommodate individual needs. Each full-time faculty and staff member has use of a computer, printer, and telephone. Most full-time faculty and many staff have a private office; part-time faculty share private offices. Research projects are also housed in cubicles. Cubicle furnishings include a desk, file cabinet, computer table, a wall mounted storage unit, shelving, a computer, and telephone. Cubicles can be modified and furnished according to individual needs. Computers are upgraded routinely on a three-year cycle.

**Equipment/Supplies:** Generally, all departments are equipped with a photocopier/fax along with a refrigerator, microwave, and water cooler. A photocopy room a color photocopier and a sensitive data disposal container is available for shared use. There are a total of nine photocopiers in the school available to faculty and staff. Two self-service printers are available for student use. Other sensitive data disposal units are located on the second and fourth floors. The departments' budget for and order supplies following school and University procedures for budgeting and purchasing.

#### Review Process

The school is part of the University planning and budget system review and evaluation process. The University Planning and Budgeting committee (a committee of faculty, staff, students, and administrators) develops budget parameters and forwards them to the chancellor. These budget parameters define changes to tuition rates, the compensation pool, financial aid, and other non-compensation expenses. The chancellor, with active participation from the committee, then develops the University budget which is presented to the Board of Trustees for approval. These parameters serve as the basis for the school's operating budget.

The School of Nursing conducts its own reviews and evaluations on an annual basis to examine its fiscal and physical resources. Improvements are made through a process beginning with the School's Planning and Budgeting Committee whose purpose as mandated by the school's by-laws (Article VI.1 Section 13.C-D) is to serve in an executive advisory capacity to the dean on all matters pertaining to strategic planning and budgetary decisions, and to evaluate and plan for the adequacy of resources. Annually, the committee reviews performance, financial, and personnel data and is able to bring forth resource issues to the dean for funding consideration. The committee drives the strategic planning process which further determines how resources are allocated. The University allocates a set amount of funding each year for the dean to use in equity adjustments once raises are determined.

Department budgets are evaluated annually. Departmental requests for personnel are made and approved throughout the year as needs arise. Annually, each department submits a request for non-compensation expenses. Requests are evaluated and approved (or not) by the dean.

Capital needs are reviewed on an ongoing basis by the building manager and departmental needs are brought forward throughout the year through any number of forums. In 2013, nine exam rooms were added to the skills lab for graduate teaching. Student lounge areas were improved with expanded dining hours and seating. Funds were awarded this year to improve audio visual capabilities in our lecture halls and upgrade student lockers and department cubicles. Requests for capital funding are prioritized by the dean and submitted to the senior vice chancellor for the health sciences and University classroom committee for consideration. An ongoing review of building infrastructure is performed by the University of Pittsburgh department of facilities management. Needs not prioritized by the University for capital expenditures are shared with potential donors

II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

*Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. There is a defined process for regular review of the adequacy of the program's academic support services. Review of academic support services occurs and improvements are made as appropriate.*

#### Program Response:

Academic support services continue to be sufficient to carry out the school's mission and goals and to ensure expected student and faculty outcomes are met. They are commensurate with the resources of the University and other units of the Health Sciences.

#### Library Services

As part of the University of Pittsburgh and its schools of the Health Sciences division, faculty and students of the School of Nursing have access to extensive library holdings. Falk Library of the Health Sciences serves as the flagship of the Health Sciences Library System (HSLs), with a large and diverse collection of biomedical and health-related journals and monographs as well as a specialized collection of rare and historical materials. HSLs has increasingly shifted towards providing information electronically. Library users have access to more than 5,500 electronic journals in the health sciences. Similarly, the electronic collection includes 2,230 e-books and 105 databases or publisher collections of full-text information. Such electronic resources include, among others, AccessMedicine, CINAHL, The Cochrane Library, MICROMEDEX full-text drug information, Elsevier Clinical Key, Books@Ovid, Ovid MEDLINE, Ovid PsycINFO, Stat!Ref medical and drug reference books, ISI Web of Knowledge, and UpToDate. HSLs staff include 12 medical librarians who provide reference services to all schools of the health sciences, including the School of Nursing. The School of Nursing is also served by a library liaison who holds a secondary appointment in the school. She has been especially helpful to DNP students as they design their capstone projects. All faculty, staff and students from the School of Nursing have access to HSLs reference services, which include assistance with user questions, training or assistance in use of electronic and print resources, and individual consultations for complex projects. Members of the School of Nursing also have access to nearly 40 workshops or orientations on HSLs electronic resources, bibliographic management, and other software training. Two School of Nursing faculty members serve on the Faculty Senate library committee, which meets several times a year with the HSLs director to discuss library issues within the schools of the Health Sciences. Requests for new material are made through the HSLs website. Since material is accessed by departments throughout the schools of the Health Sciences and the rest of the University of Pittsburgh, it is budgeted by the library.

#### Technology

##### Room 219: Educational Technology Innovation (ETI)

The ETI provides technological and educational support to the students, faculty and staff of the school. The department oversees three computer labs, a quiet study area, video library and viewing area, and a recording studio. In addition to providing distance education and technological support throughout the building, the ETI provides traditional instructional support for the classrooms. The ETI provides group seminars throughout the year on a variety of teaching and instructional topics, technical training, and individual training. Nursing classrooms include state-of-the-art multimedia equipment and distance education capabilities.

##### Room 245: Ellen Chaffee Skills Lab

The School of Nursing offers a Skills Laboratory that provides an open learning environment for a variety of hands-on teaching activities designed to develop specific psychomotor and assessment skills of increasing complexity. The Skills Lab is utilized by both undergraduate and graduate nursing students. The skills lab is equipped with 14 realistic hospital bedside units; most units are complete with a patient bed, wall-based computer, headwall with oxygen, suction, and gas access, and over-the-bedside table. The skills lab also houses 16 individual examination tables. Renovations completed in the skills lab within the past year include the addition of 6 patient encounter rooms, which simulate an

outpatient clinical exam room. Each room house an examination table, rolling chair, blood pressure cuff and sphygmomanometer, pelvic examination equipment, and documentation station.

During the past 3 years, an HRSA Equipment Grant has allowed us to expand simulation manikins that are utilized in the education of DNP students. For example, 2 partial body torso simulators, called Student Auscultation Manikins, are available for students to hone cardiovascular and respiratory assessments skills. In addition, the skills lab has a variety of partial task trainers including 8-10 intubation heads (adult and pediatric), 2 ear models, 8 spinal/epidural regional back models, 3-5 IV insertion arms, 2 central venous catheter (CVC) chests, a pneumothorax chest, 6 male and female Foley hybrid models, a pelvic examination simulator, and a virtual IV insertion simulator.

#### **Simulation Labs**

Within the skills laboratory, the School now houses two simulation suites. Students have the opportunity to manage care during rare, emergent, and commonly encountered events and to perfect critical thinking in a simulated environment. Audio and video feed, either in real-time or archived, can be distributed to multiple classrooms or sent via distance educational technologies to remote sites. Simulation Suite #1 is primarily configured as an operating room (OR) complete with OR table, overhead OR lights, functioning gas machine, and anesthesia supply cart; however, the suite can be set up as an ICU or emergency room to model a variety of experiences for graduate nursing students. Simulation Suite #2, recently completed, is a multipurpose simulation suite that is able to be used by undergraduate and graduate nursing students for a wide variety of patient care scenarios such as an outdoor disaster area, community site visit, and outside the hospital emergency births. All simulation equipment can be run in either suite. Students have access to multiple high fidelity, full body simulators to enhance their learning experiences and offer them training in a variety of complex situations. At this time the School has Sim Man and Sim Essential (both with interchangeable genitalia), Sim Mom (a birthing simulator), Sim NewB, and Sim Baby.

The Peter M. Winter Institute for Simulation, Education, and Research (WISER) continues to serve as an additional resource utilized by students from the School of Nursing. There are 13 state-of-the-art simulation suites located in the 12,000-squarefoot facility. WISER houses additional high fidelity full body simulators and partial task trainers, some of which are not currently available at the School of Nursing.

#### **Distance Education**

Distance education provides an opportunity for DNP students living more than 50 miles from campus to participate in onsite classes via WebEx. In the past, the School used live video feeds to transmit classes to geographic locations such as Greensburg, Johnstown and Bradford. Given the small number of distance education students in most classes we explored WebEx as a more cost effective alternative to live video feeds (ITV) which required technical support both in our classroom and at the distance site classroom. WebEx allows distance education students to view and actively participate in onsite classes in any location with internet access. We pilot tested WebEx and surveyed students in 2012. Students' evaluations were overwhelmingly positive so we have continued to utilize this technology to deliver classes synchronously to distant sites. The technology also enables the School of Nursing to recruit experts in specific fields throughout the country as guest lecturers for classes. We also utilize WebEx to allow online students to present their DNP capstone projects from their distance location.

#### **Online Education**

As illustrated on page 7, our post-masters DNP program offers 10 specialty area degree-granting programs available entirely online (with the exception of any required clinical/residency component). The curriculum and course requirements for the online and onsite programs are identical. Online students have the same resources available to them as the onsite students, including 24-hour technology help desk support, advising, disability resources, and library services (<http://www.online.pitt.edu/resources/index.php>). A comparison of the availability of resources for online and onsite students is available in Table 11.

#### **Research Support**

Research is supported financially and in other ways within the University and school. Important examples include: All new tenure stream assistant professors in the School of Nursing are allotted \$20,000 in seed money to begin their research projects; have one term in the first year is free of teaching to focus on research; and have their teaching workload is reduced to one course per term

until review for tenure. School-level service responsibilities are limited during the first year in the tenure stream.

Junior tenure stream faculty may apply for internal School of Nursing funding up to \$15,000 for pilot/feasibility studies through the School of Nursing's Center for Evaluation and Research (CRE). They can apply for a maximum of \$18,000 through the Central Research Development Funds (CRDF) program from the Provost's Office. The senior vice chancellor for the Health Sciences provides bridge funding for researchers between grants, English as Second Language (ESL) assistance in grant writing, and additional review and editorial services. The University of Pittsburgh is now a participating institution with the Collaborative Institutional Training Initiative (CITI) research ethics education program and all *Human Subject Research Training requirements* must be met by completing CITI courses.

The CRE offers statistical support (2.4 PhD-prepared statisticians and 1 masters prepared staff statistician), in-house editorial assistance, seminars/workshops, and other resources to assist faculty in writing competitive applications. The University shares a research incentive equivalent to the indirect costs (IDCs) recovered in excess of 50% of the full IDC rate. This is distributed to the dean (10%), department (5%) and principal investigator (10%) to support research activities such as infrastructure and pilot work. A grants manager and three grants analysts in the Office of the Dean provide pre- and post-grant award budgetary consultation.

The School of Nursing maintains a Clinical Research Suite with private interview rooms, a conference room, waiting room, and examination/activity room with an adjacent one-way mirror observation room. The Office of Enterprise Development of the University of Pittsburgh sponsors an annual "First Look" Technology Showcase poster session focusing exclusively on discoveries that have a high potential for commercialization. Each presenting scientist is paired with a business mentor to provide advice and guidance on presenting the technology as a business opportunity.

Since our previous self-study report, there have been a number of quality improvement initiatives in research support. Research administration within the school has been decentralized. Each department has a Vice Chair for Research whose responsibilities include mentoring in research career development, facilitating the process of grant submissions, and monitoring grant funding within the academic department. Grants management moved to the Office of the Dean where staff provide pre- and post-award support for grants. Statisticians in the CRE provide methodological and statistical support for the full-life cycle of research grants. Statisticians also provide weekly open office hours to DNP students working on capstone projects and also serve on DNP capstone committees for more complex projects. Academic departments hold monthly mentoring meetings led by faculty and open to both tenure stream and non-tenure stream members. Small inter-departmental groups continue to meet on a regular basis specific to areas of research interest/expertise from which several hubs of excellence have been established in cancer, genetics and technology. The CRE provides a Research Methodology series each year to meet the needs of the research faculty and DNP and PhD students through a school-wide call for seminar topic ideas, which are jointly reviewed by the CRE and Mentoring Taskforce. With initial support from the University of Pittsburgh NIH-funded Clinical and Translational Science Institute, a practice-based research network (PBRN) has been established to facilitate the translation of research into nursing practice. Funds are available for BSN, MSN, DNP and PhD students to attend professional meetings to present findings of their projects.

#### Student Services

The School of Nursing continues to maintain a fully-staffed student services office. Scholarships are available to incoming students at all levels, and Student Services advises incoming students on financial aid opportunities offered by the school or through the University Office of Admissions and Financial Aid. Some scholarships are targeted at specific student populations, (e.g., African Americans, disadvantaged students, students pursuing a particular program of study, students with financial need, and full-time DNP students), while others are open to all students. A recent example of financial aid targeting DNP students is an Advanced Education Nursing Traineeship grant awarded to the School of Nursing. This grant will provide tuition support and a modest stipend for 15 full time DNP students for the first 2 years of their studies. The School will support these students during the final year of the program through teaching fellowships.

Academic advisement for students in the DNP program is carried out by faculty. A faculty advisor within the area of concentration is assigned to the student upon admission. The advisor - student match is retained throughout the student's program of study. Regular meetings are scheduled

between the student and the advisor appropriate to the program of study and the student's unique circumstances and/or interests. Faculty within the area of concentration review student progression and develop any additional feedback for the student. Students may keep the assigned academic advisor to serve as the chair of the capstone project or choose another faculty to chair the capstone committee depending on the focus of the student's project.

### Recruitment

The School of Nursing recruitment effort, housed in the Student Services Office, is staffed by the Assistant Dean for Student Services, Associate Director of Recruitment, Recruitment Coordinator, two Graduate Research Assistants and Student Workers who are members of the Student Services office.

#### Graduate Recruitment

One of the major recruitment priorities focuses on increasing DNP enrollment, emphasizing the BSN -DNP option and targeting regional and national students. The School participates in local and national recruitment events and/or conferences with an aim of attracting prospective graduate students. At these events, names of interested candidates are collected for follow-up recruitment purposes. The School and University also provide a number of enrichment activities aimed at students who excel and desire greater academic challenges. Graduate students may complete minors in specific subject areas, serve as teaching assistants, and serve as fellows (e.g., Schweitzer Fellowship, Jewish Healthcare Foundation Nurse Navigator). We also utilize the google ad campaigns to attract the international applicants. This is in addition to online recruitment through the PittOnline where videos are placed on the virtual open house and prospective students can enroll and participate on the events.

In the 2001-02 academic year, the School of Nursing began offering to pay the fee for any senior student wishing to take the Graduate Record Examination (GRE) in order to encourage pursuit of graduate studies; 58 students accepted the offer in the first year and 102 did so in AY 2012. The demand for graduate education among the undergraduate students continues to increase. Between 2004 and 2013, 65% of students who received the vouchers applied and were admitted to various graduate areas of concentration.

#### Recruitment of students from under-represented populations

In order to serve a multi-cultural patient population, and in congruency with the mission of the University, the school seeks to enroll a diverse body of qualified students. The Diversity Committee provides advice to student services on diversity and also sponsors presentations on a wide range of topics addressing diversity. At the graduate level, in addition to standard recruitment procedures such as informational sessions, school representatives attend conferences that have diverse participation and target those students who have not yet entered the labor market as they are most likely to be interested in graduate study. The school has increased scholarship funds targeted to minority students at all levels by 187% since the last site visit.

TABLE 11. Availability of Resources

Resource	Available to Onsite	Available to Online ( <a href="http://www.online.pitt.edu/">http://www.online.pitt.edu/</a> )	Available to Distance Ed ( <a href="http://www.cidde.pitt.edu/">http://www.cidde.pitt.edu/</a> )
Technology	X	X	X
Library Services	X	X	X
Research Support	X	X	X
Student Services	X	X	X

#### II-C. The chief nurse administrator:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

*Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale and a plan to come into compliance if the chief nurse administrator does not hold a graduate degree in nursing and a doctoral degree (if applicable).*

#### Program Response:

Jacqueline Dunbar-Jacob, PhD, RN, FAAN, is the dean at the University of Pittsburgh School of Nursing as well as a distinguished service professor of nursing, and professor of psychology, epidemiology and occupational therapy. Notably, she is actively engaged in research, and is admired across the University community for her research pursuits. She is a registered nurse and a licensed psychologist in Pennsylvania. She has been in academic nursing for nearly 34 years serving as faculty, director of research, department chair, and currently as dean. Dr. Dunbar-Jacob is fully vested by the University with appropriate authority in her role as dean to accomplish the mission, goals and expected student and faculty outcomes. Under her leadership, the School of Nursing has continued to gain stature academically and has grown significantly in its research role, a goal of the University. She is highly respected within the communities of interest, consults often and appropriately with faculty and others in the communities of interest, and is viewed as the “right person at the right time” to lead the school. Most recently she presented keynote addresses at the DNP Summit sponsored by the CIC nursing schools and the AACN PhD Summit

Dr. Dunbar-Jacob received her BSN from Florida State University, a master’s degree in psychiatric nursing and a post-master’s certificate in child and family psychiatric nursing from University of California at San Francisco, and a PhD in counseling psychology from Stanford University. She has distinguished herself as a nurse-leader and has been so recognized by her colleagues, receiving numerous national honors including the 2007 NINR Pathfinder Distinguished Research Award. As a nurse and psychologist, she has been involved in the study of patient adherence to treatment in individual studies and multi-center trials, addressing a variety of patient populations including rheumatological conditions, cardiovascular risk factors, diabetes, HIV/AIDS, cancer screening, depression, and transplantation. She is currently funded by the NIH with a P01 program project grant focused on translating interventions related to patient adherence and quality of life.

Dr. Dunbar-Jacob’s current leadership roles include: member of the Pennsylvania Future of Nursing Steering Committee and the immediate past-president of Friends of NINR. She has served as chair of the Advisory Board for the Institute for Health Care Communication and co-chair of the Pennsylvania Center for Health Careers Supply-Demand Committee. Dr. Dunbar-Jacob has also served as the chair of the AACN Task Force on the Future of the Research Focused Doctorate, chair of the Scientific Advisory Board for the NIH Roadmap Initiative Patient Reported Outcomes Measurement Information System (PROMIS) and Leadership Council member for the Pennsylvania Center for Health Careers. She was a fellow in the Robert Wood Johnson Executive Nurse Fellows Program, a member of the NINR Advisory Council, as well as past president of the Academy of Behavioral Medicine Research and past president of the Society for Behavioral Medicine. Dr. Dunbar-Jacob’s CV is available electronically (DigitalVita) and in the Resource Room.

#### II-D. Faculty are:

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

*Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The overall faculty (whether full-time or part-time) is sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. Faculty-to-student ratios ensure adequate*



*supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.*

*Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a rationale for the use of any faculty who do not have a graduate degree.*

*Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. 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.*

#### Program Response:

##### Faculty numbers

Faculty numbers are sufficient to accomplish the mission, goals and expected program outcomes. Faculty data found in the program information form provides information on full-time, part-time/adjunct and total faculty numbers, as well as FTE's. As part of quality improvement and strategic planning, the School of Nursing set a goal of reducing the proportion of part-time faculty to 20% through full-time hires. The rate is at 24% at the present time. We have a sufficient number of faculty to cover all of the DNP courses but are currently seeking an additional faculty to teach in the informatics courses, one of which is a required course in the DNP curriculum. As part of ongoing faculty recruitment in the school we keep track of applicants as well as our graduates with potential for filling future vacancies. Although we have adequate numbers to support our current 10 areas of concentration in our DNP we would consider adding others areas if we are able to recruit faculty with the requisite expertise and credentials; for instance a Pediatric Acute Care NP. The School of Nursing is fortunate to draw adjunct and part time faculty from the University of Pittsburgh Medical Center (UPMC) and our other partners. They provide a source of expert lecturers and preceptors with the variety of skills needed to support our program outcomes. At the same time we compete for faculty and clinical placements with eight colleges and universities in our own and contiguous counties; four of these institutions offer the DNP and two the PhD in nursing. Nurse practitioner faculty in some specialty areas have been especially difficult to recruit. The shortage of nurse practitioner faculty candidates is expected to ease over time as UPMC makes more clinical placements available for NP students with a goal of recruiting our graduates. We expect this will keep more nurse practitioners in the area and connected to the school. The growing reputation of the School and the introduction of the DNP have opened up new and exciting avenues for faculty recruitment.

##### Faculty/student ratios

Faculty-to-student ratios ensure adequate supervision and evaluation and meet regulatory requirements. On a yearly basis the Pennsylvania State Board of Nursing requires that we show proof of compliance with national nursing standards in regard to faculty student ratio in nurse practitioner clinical courses and that clinical teachers have academic preparation for the areas in which they supervise clinical students, maintain national professional certification in the appropriate area and maintain clinical expertise through clinical practice or other avenues. We are consistently in compliance with all six of our nurse practitioners areas.

##### Faculty Academic Preparation

Faculty are academically prepared for the areas in which they teach. Ninety-six percent of the full-time faculty are doctorally-prepared and the remaining have a master's degree. Faculty hold advanced practice certifications where appropriate and nurse practitioner faculty meet NTF 2012 guidelines. Newly hired full-time faculty are required to have an earned doctorate. Faculty teaching assignments are made by area of concentration and may cross programs. All doctorally prepared faculty in the School (full-time, part-time and adjunct) are eligible to teach didactic and clinical

courses in the DNP program whether on-site or on-line. A masters prepared RN with the required clinical expertise and credentials may also teach in tandem with a doctorally prepared and credentialed RN faculty member. We actively encourage adjunct appointments for our regular preceptors and lecturers. To be appointed as adjunct faculty, the applicant must apply, show proof of the appropriate education and credentialing and have a letter of support from a faculty member who has knowledge of their professional work and expertise. For reappointment adjuncts must document their service to the school. We recruit many of our adjunct faculty from the UPMC system and their Office of Advanced Practice Providers has recently proposed a clinical career ladder. Advancement on this ladder is made by meeting such criteria as precepting, lecturing and publication all of which are consistent with our requirements for adjunct appointment in the school of nursing. We anticipate that this will enhance our adjunct faculty recruitment.

We recently completed a revision of our DNP Capstone Project Guidelines (Appendix 9) and required that the capstone committee members consist of at least two University of Pittsburgh School of Nursing doctorally prepared faculty; at least one must be an RN. The capstone chair holds a full or part time faculty position. The other faculty member may be employed full or part time or hold an adjunct appointment. Optional members may be added who have relevant expertise or access to the setting where the project can be carried out. This allows students to access expertise of individuals with a variety of backgrounds (statistics, informatics, pharmacology and policy). It also provides a mentoring opportunity for faculty working toward promotion and/or tenure. Finally, with the growth in our DNP enrollment it increases the number of qualified faculty available to mentor students through our required capstone project.

#### Faculty Experiential Preparation

Faculty are experientially prepared for the areas in which they teach. All faculty members who are nurses hold current RN licensure, evidence of which is on file in the office of the dean. Non-tenure stream faculty are required to spend 10% effort in a scholarly or clinical practice area unless excused from this requirement, e.g., enrolled in doctoral studies, time supported by research funding, administrative duties, and so forth (Policy # 422: Faculty Practice). Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies including NTF; copies of specialty certification certificates are kept in the Office of the Dean.

II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

*Elaboration: The roles of preceptors with respect to teaching, supervision, and student evaluation are:*

- *clearly defined;*
- *congruent with the mission, goals, and expected student outcomes; and*
- *congruent with relevant professional nursing standards and guidelines.*

*Preceptors have the expertise to support student achievement of expected outcomes. Preceptor performance expectations are clearly communicated to preceptors and are reviewed periodically. The program ensures preceptor performance meets expectations.*

#### Program Response:

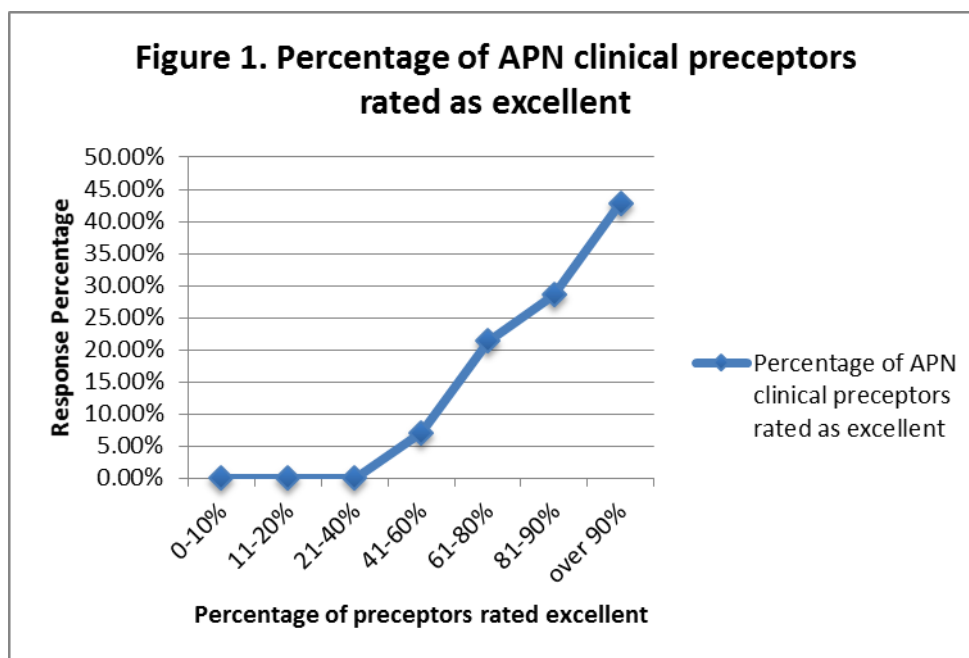
Preceptors are a necessary and valued partner in the education of DNP student clinicians. The process of securing well qualified preceptors is competitive but preceptors are currently sufficient in number to achieve our mission, goals and expected student outcomes. We are fortunate to have the cooperation of the Advanced Practice Providers Office of UPMC. For example, our DNP NP students apply to UPMC requesting a preceptor that matches what is needed in their current clinical course. We keep a list of known acceptable preceptors, their credentials, practice area and curriculum vitae/ resume on file in a Typhon database for repeated use. Students are also free to find their own preceptor/site. When they locate someone not known to faculty they are vetted by the course teacher or academic advisor and added to our data base. Acceptable preceptors are experienced fully

credentialed NPs or MD/Dos as defined in Pa's rules and regulations who can work one on one with a student and effectively model professionalism and provide feedback on student learning.

For Nursing Administration, preceptors are used at both the masters and doctoral levels to guide students through their residencies. The role of the preceptor is to provide guidance, insight, and expertise to the student with a focus on specific learning objectives. These objectives are developed in a two part contract between the student and preceptor, which much be approved by the instructor overseeing the residency. Part A of the contract is completed within the first 2 weeks of the semester and includes the student's career goals, semester goals for the residency, learning activities, a defined project, student responsibilities, and preceptor responsibilities. This is signed by both the student and the preceptor, and approved by the instructor. Part B is completed at the end of the semester and includes a student self-evaluation, a preceptor evaluation, and a preceptor recommended grade (See Residency contract). This is also signed by both the student and preceptor. Preceptors must have expertise that supports the student's achievement of expected outcomes. At minimum they must be Master's prepared, with a doctorate preferred. Students may have input into their preceptor selection, but the preceptor must be approved by the faculty overseeing the residency.

#### Preceptor responsibilities

The preceptor is oriented to responsibilities by the primary instructor for a particular course at the beginning of the student experience. This may be done in a visit to the practice site, by phone or by sending a packet of information to the preceptor. For APN clinical experiences, the introductory packet to the preceptor contains a letter of course introduction from the teacher that clearly defines our requirement for student learning in this course, a course outline, an evaluation that the preceptors uses to document the student's progress and one page document entitled "Role of the Preceptor" which spells out what we are asking the preceptor to do. Consistent with national/state recommendations/requirements faculty visit the student in the clinical site and discuss together with the preceptor how well the student is meeting the course objectives. Additional site visits are scheduled if warranted. School of nursing faculty provide oversight of the clinical experience. Preceptors are responsible for facilitating student learning and providing a safe place for students to practice, completing a student evaluation, and accommodating School of Nursing faculty during site visits. Evaluations of the preceptor and the site are completed by faculty through site visits and by the student at the end of the term. DNP faculty retain responsibility for the student's learning, performance, and final evaluation. Almost 50% of students rate 90% of their preceptors as excellent (Figure 1).



II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

*Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role and in support of the mission, goals, and expected faculty outcomes. For example:*

- *Faculty have opportunities for ongoing development in the scholarship of teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*

#### Program Response:

The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

#### Development in pedagogy

The University and School support ongoing development in pedagogy. This support begins with junior faculty and continues throughout a faculty member's career at the University of Pittsburgh. The Office of Academic Career Development and the Mentoring Task Force identify ways to better mentor individual faculty. Each junior faculty member is guided by a more senior member. The School and the University hold mentoring workshops. The Center for Instructional Development and Distance Education (CIDDE) supports excellence in University instruction. CIDDE offers professional and technical support for instructional development, faculty development and instructional support. The Provost Faculty Diversity Seminar assists faculty in making their courses more inclusive in terms of gender and race. The Provost's Office offers a host of resources on a wide range of faculty needs. The Provost's Office offers competitive grants to faculty to develop and evaluate new teaching strategies.

#### Resources to support faculty research

The School of Nursing ranks third in research support from the NIH. There are 19 tenured, 21 tenure stream, and 49 non-tenure stream full-time faculty. For Fiscal Year 2013, fifty full-time faculty members were engaged in active (funded) research projects; three faculty members have career development awards (e.g., KL2, K23) and three have NIH institutional training grants (T32) to support pre-doctoral and post-doctoral fellows. Tenure track faculty within the schools of the Health Sciences must serve as principal investigators on R01 NIH-funded research initiatives or the equivalent (e.g., Department of Defense, American Cancer Society, American Heart Association, American Diabetes Association) in order to be tenured.

Non-tenure stream faculty members engage in research with support from the same resources as tenure track, although a greater percentage of non-tenure track faculty effort is devoted to teaching. As described in Section II-B, the School of Nursing, the schools of the Health Sciences and the University devote considerable resources aiding faculty scholarly achievement. The School hosts a variety of research-related centers and support services described below. A listing of faculty academic rank, tenure status, and research support is available in the Resource Room.

#### Center for Research and Evaluation

To help meet the School's growing commitment to research, Center for Research and Evaluation (CRE) services include:

- Design and consultation for methodology, data management and analysis
- Scientific review of proposals
- Maintenance and dissemination of information on funding, conference and research development, and training opportunities
- Faculty and doctoral student development in research methodology
- IRB review

The CRE supports students and faculty as they pursue and acquire external and internal funding. The CRE provides methodological and statistical support throughout the full lifecycle of the grant. CRE faculty include three PhD-prepared statisticians with extensive research experience in nursing, medicine, psychology and the behavioral sciences, as well as one who is completing his PhD in statistics. In addition to providing statistical and methodological support for research, faculty statisticians teach statistical content in each of the four academic nursing programs with an evidence based practice focus. A full-time systems analyst/data manager designs and maintains databases for complex projects and provides support with ETI staff to the CRE data lab, a computer lab dedicated for use by doctoral students and post-doctoral fellows. A full-time data production specialist provides support for the design and processing of scannable data collection forms. A part-time programmer provides support for the design of web-based and computer-based data collection forms and the programming of mobile devices for research purposes. CRE staff provide support for research development activities, research report generation, and oversight of scientific reviews. The CRE regularly researches, posts, and maintains resource files on various funding opportunities for faculty and doctoral students.

#### Clinical Research Suite

The Clinical Research Suite (CRS) is designed for faculty and doctoral students conducting research. The suite is 1,800 square feet and equipped with a reception area, one examination/treatment room, two observation rooms, two consultation rooms, one large conference room and a restroom. There are two exam tables, a stadiometer, a phlebotomy chair, and a sink in the exam room. The CRS also has a refrigerator and freezer for biological specimens, four laptop computers, a scanner, and fax machine.

#### Educational Technology Innovation (ETI)

The ETI provides technological and educational support to the students, faculty and staff of the school. The department oversees three computer labs, a quiet study area, video library and viewing area, and a recording studio. In addition to providing distance education and technological support throughout the building, the ETI provides traditional instructional support for the classrooms. The ETI provides group seminars throughout the year on a variety of teaching and instructional topics, technical training, and individual training. Nursing classrooms include state-of-the-art multimedia equipment and distance education capabilities.

#### Seminars

The Research Methodology Seminar Series meets monthly. This series, jointly sponsored by the CRE and the SON Mentoring Taskforce, is designed for doctoral (DNP and PhD) students and faculty and focuses on research issues and career development. Emphases vary from year to year depending on the needs of doctoral students and faculty. As a result of faculty requests, weekly "Faculty Forums" were implemented to present faculty with additional information on best-practices in teaching methods, scholarship, and nursing education. The topics of the faculty forums range from teaching strategies to facilitate critical thinking through writing to effective peer review strategies.

#### External and Internal Scientific Review

Mock reviews of proposals prior to submission are available but not required. However, external scientific reviews of all grant applications are required prior to submission and internal scientific reviews are required prior to IRB submission.

#### Grants Management

The pre- and post-award support for grants is provided by dedicated financial staff in the Office of the Dean. A grants manager, assisted by three full-time grants analysts, support the preparation and submission for intramural and extramural grants, including foundation, training, and various levels of NIH awards. These experienced support staff ensure compliance with sponsor and internal guidelines. Once a grant is awarded, the grants manager and analysts monitor the spending of the funds received and provide monthly reports to principal investigators.

#### Research Program Development

The Vice Chairs for Research, situated in each academic department, offer consultation to faculty on research program development. These departmental administrators also monitor the external review of grant submissions, the internal processing of grant submissions, and the research conducted by faculty within the department. For DNP students, guidance on research development is provided by their capstone advisor.

### Faculty Expertise in Clinical Practice

The purpose of scholarly/clinical project/practice at the School of Nursing is to sustain or enhance expertise through scholarly activities related to nursing practice. Faculty in the non-tenure stream has 10% of their workload assigned to scholarly practice and may raise that portion with department chair approval. Faculty in the tenure stream who have practice requirements related to re-certification or specialty requirements are given workload allowance for practice and may their time to tenure extended for practice needs.

### Service

Faculty members engage in service for the School, University, professional organizations and their community at the highest levels focusing on contributions to professional organizations, state and national policy work, and research/manuscript reviews. Service is required for merit and promotion, and expectations are outlined in individual faculty plans determined annually with department chairs. Service details for faculty are documented in department records and in the School's annual reports. Recently, the School created a new position: Director of the Office of Community Partnerships to facilitate and coordinate faculty and student involvement in community activities.

### Areas of Strength for Standard II

- Accomplished faculty in the areas of teaching, research and service
- Increase of 29% in extramural funding
- High level of satisfaction with clinical preceptors
- Availability of resources, including the latest technology, simulation and skill labs, libraries, and distance education
- Almost 100% of faculty doctorally prepared
- Increased scholarship funds targeted to minority students at all levels by 187% since the last site visit

Areas of Concern and Action Plans for Standard II	
Areas of Concern	Action Plans
Faculty have indicated (by means of survey responses) that they could use additional resources to accomplish learning goals and objectives (i.e. larger classroom, screens, lab space)	Explore options for alternate classrooms, larger screens, and lab space
Tracking of preceptors and updating of information (qualifications, experience, etc.) is not consistent across areas of concentration	Create a central database for tracking of preceptor information (including qualifications, experience, evaluations)

### Standard III

#### Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.

*Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.*

#### Program Response:

The University of Pittsburgh School of Nursing's DNP curriculum and student outcomes are congruent with the program's mission, goals and expected student outcomes taking into account University and professional standards as described in the *Essentials* and other guidelines used for advanced practice roles. Course objectives meet specific curriculum objectives as evidenced in the crosswalks completed against the *Essentials* and against national specialty documents listed on page 2. In the crosswalks we compared DNP course objectives with the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, National Task Force Criteria for Evaluation of Nurse Practitioner Education 2012 (NTF) and other specialty documents as noted above to ensure that all required learning outcomes and experiences are included. When deficits are noted corrections are made through our well established process for curriculum revision. The AACN *Essentials of Doctoral Education for Advanced Nursing Practice* serve as the outcomes expected of our DNP graduates. Crosswalks for each area of concentration and nurse practitioner program are available in the resource room. The current evaluation plan is also available for review in the resource room.

The DNP curriculum (see Appendix 10 for curriculum plans) builds logically on the baccalaureate degree (BSN-DNP) and master's degree (MSN-DNP), and incorporates the skills and knowledge delineated in *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), which is demonstrated by the crosswalks. The DNP focuses on evaluating evidence and using evidence in clinical decision-making, leadership skills, implementing viable clinical innovations, and through applying research and theoretical understanding to plan and make change in practice. There is also emphasis on a population perspective, assessment of populations, use of data to make programmatic decisions, and program evaluation. The certificate program curriculum plans are flexible and enrollees are required to take a certain number of credits based on previous coursework. The specific clinical requirement in the certificate programs also depend on the students' previous background. In addition, the directed study requirement allows students to design clinical experiences around a particular area of interest.

Expected outcomes are consistent with the roles for which students are preparing to enter. As demonstrated in Table 12 below, the course objectives are specific to the specialty role. A complete list of course objectives will be available in the resource room.

Table 12. Examples of objectives for specialty roles

Role	Course	Examples of Objectives from Specialty Course
Psychiatric-Mental Health Nurse Practitioner	NURNP 3038 DNP NP Role Practicum (Psych-Mental Health)	<u>Objective #1:</u> Implement the diagnostic process to promote, maintain and/or restore the health of individuals. <u>Objective #2:</u> Implement the collaborative role of the nurse practitioner.
Clinical Nurse Specialist	NURCNS 3039 DNP NP Role Practicum	<u>Objective #1:</u> Develop the advanced critical thinking skills needed to synthesize, interpret, and make decisions based on

Role	Course	Examples of Objectives from Specialty Course
		<p>complex data from patients, health care personnel, and systems.</p> <p><u>Objective #5:</u> Develop educational programs for patients/families and health care personnel that promote cost-effective, quality outcomes.</p> <p><u>Objective #7:</u> Collaborate with nursing and other health care professionals and agencies to initiate changes designed to insure that patients receive the range of health services needed to achieve cost effective, quality outcomes.</p> <p><u>Objective #9:</u> Utilize current evidence to develop projects that evaluate technology, products and devices and demonstrate their impact on patients, health care providers, and organizations.</p>

- III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).
- Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
  - Master's program curricula incorporate professional standards and guidelines as appropriate.
    - a. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
    - b. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).
  - Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.
  - DNP program curricula incorporate professional standards and guidelines as appropriate.
    - a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
    - b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).
  - Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

*Elaboration: Each degree/certificate program incorporates professional nursing standards and guidelines relevant to that program, area, role, population focus, or specialty. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.*

*APRN education programs (degree and certificate) (i.e., Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) incorporate separate comprehensive graduate level courses to address the APRN core, defined as follows:*

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*



*Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.*

*Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.*

*Master's programs that have a direct care focus but are not APRN education programs (e.g., nursing education and Clinical Nurse Leader), incorporate graduate level content addressing the APRN core. They are not required to offer this content as three separate courses.*

#### Program Response:

DNP student outcomes are consistent with and incorporate professional nursing standards and guidelines as relevant to the particular DNP program area of concentration. Faculty members on the DNP Council's curriculum sub-committees as well as lead faculty and coordinators of specialty areas undertook a series of course crosswalks against the AACN *Essentials* and the specialty guidelines as listed in Table 1. This includes guidelines specific to the 10 areas of concentration within the DNP program. By cross-walking the course objectives and descriptions with the DNP Essentials and specialty competencies, deficiencies can be easily identified. Any issues which surfaced through the crosswalks have either been resolved or are in the process of resolution by faculty through the usual review/approval/implementation steps. In addition, as a result of the APRN Consensus model, a geriatric course (NURNP 2526 Management of Geriatric Health) was added to the curriculum for the acute-care adult-gerontology NP program.

The eight AACN *Essentials of Doctoral Education for Advanced Nursing Practice* serve as the student outcomes for our DNP program. We demonstrated how these are met through a crosswalk of DNP courses with the *Essentials*. There is not a course for each Essential, but collectively course objectives show the *Essentials* are met through the curriculum. All eight Essentials are met within the 16 core courses. Results of all crosswalks along with faculty recommendations are submitted to the joint MSN/DNP Council's Curriculum Committee for review and feedback to the Council. All curriculum changes are ultimately approved by the Total Faculty Organization (TFO). While faculty found a strong match between the curriculum and the *Essentials* and specialty standards some adjustments were made as the following examples illustrate:

The Capstone project courses and guidelines were found to match the *Essentials*, but in the review faculty noted that our 2009 Capstone guidelines required updating. This document which provides direction for both faculty and students was revised by the DNP Council (which contains DNP student, faculty and employer representation) in summer 2012 and approved by the total faculty in September 2012. We began using them in October 2012. Satisfaction with the new guidelines has been monitored by DNP Council. Information regarding the efficacy of the revised guidelines was collected from faculty and students. Editorial changes were noted (i.e. item needs clarification, verbiage, etc.) and potential substantive changes will be reviewed next year. It was noted that changes have been made as to how the guidelines are implemented and enforced. For example, the deadlines stated in the capstone guidelines have been actively enforced as a result of the revisions. The current capstone guidelines are available in Appendix 10.

In crosswalking, our Neonatal Nurse Practitioner AROC with the *National Associations of Neonatal Nurses Education Standards* we noted a change in admission requirements. Our admission requirements were revised by faculty and we are again consistent with the national standard.

Our Clinical Nurse Specialist major includes two areas of concentration: Adult Medical/Surgery BSN to DNP and post master's and Psychiatric/Mental Health, post master's. These are congruent with CNS specialty guidelines. The clinical nurse specialist is not required to hold national certification in Pennsylvania but BSN to DNP graduates of the Adult Medical Surgery CNS AROC are prepared to sit for the national exam if they choose to take it. The CNS curriculum was crosswalked with the DNP essentials and the Core Practice Doctorate Clinical Nurse Specialist Competencies (NACNS, 2009) and no deficiencies were found.

Our Nurse Anesthesia major's curriculum matches their national specialty guidelines. This was a requirement for accreditation by the Council on Accreditation of Nurse Anesthesia which they received in 2009. They will be reviewed again in 2019.

Our Nurse Practitioner majors and post MSN/DNP certificates are consistent with recommendations in the *NONPF core competencies for NPs* (2012) and the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF 2012) as demonstrated in course crosswalks conducted in Fall 2013. Areas of concentration in the nurse practitioner major include adult acute care, adult, adult-gerontology primary care, family (individual across the lifespan), pediatric primary care, psychiatric mental health, and neonatal. Post MSN/DNP certificate programs include adult-gerontology nurse practitioner, neonatal nurse practitioner, and psychiatric mental health.

To date our BSN-DNP NP graduates have passed national peer certification examinations (required for licensure in Pennsylvania) and promptly obtained NP-DNP employment. Our post masters NP-DNP graduates who are experienced NPs are equally successful in employment and can articulate how a DNP education has informed and changed their approach to multidisciplinary patient care.

The DNP administration AROC was one of our first areas to admit students as no external approvals (such as State Board) were required. These were also the first applicants and students to advocate for an online option which we added in 2010. Certification is not required for nurse executives in Pennsylvania. The administration curriculum was crosswalked with AONE Nurse Executive Competencies in Fall 2013 and no deficits were noted.

In summary, the University of Pittsburgh DNP program incorporates professional standards and guidelines into our course objectives which is confirmed in our crosswalks. Congruence of Essentials and DNP Courses is demonstrated in Table 13 below. One hundred percent of *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) are covered in the DNP core courses. The DNP core courses are required of every DNP student, regardless of the plan of study. Additional information regarding each course (syllabus, course objectives and schedule, examples of student work and grading) is available in the Resource Room. The crosswalks demonstrate that the DNP program is congruent with the eight core AACN *Essentials of Doctoral Education for Advanced Nursing Practice* (scientific underpinnings for practice; organizational and systems leadership for quality improvement and systems thinking; clinical scholarship and analytical methods for evidence-based practice; information systems/technology and patient care technology for the improvement and transformation of health care; health care policy for advocacy in health care; inter-professional collaboration for improving patient and population health outcomes; clinical prevention and population health for improving the nation's health; advanced nursing practice). Our NP areas demonstrate continued compliance with Pennsylvania State Board of Nursing requirements through board approved annual reports.

TABLE 13. Examples of Essentials/Course Congruence

DNP Essential	Course Name	Course Number	Objective or Description
<u>Essential 1</u> : Scientific Underpinnings for Practice 1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences as the basis for the highest level of nursing practice	Advanced Pharmacology	NUR 2034	<u>Objective 1</u> : 1. Assess pharmacotherapeutics of broad categories of drugs. <u>Objective 2</u> : Examine the physiologic actions of the major categories of pharmacologic agents used in clinical practice.
<u>Essential 2</u> : Organizational and Systems Leadership for Quality Improvement and Systems Thinking 1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on	The Science of Health Care Delivery	NUR 3099	<u>Objective 1</u> : Integrate theories, principles, and techniques from the physical, behavioral, and social sciences into Interprofessional approaches to health care delivery. <u>Objective 2</u> : Identify and describe why safe, effective, evidence-based care is often not delivered in the current

DNP Essential	Course Name	Course Number	Objective or Description
scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.			health care environment, and develop viable solutions to resulting problems. <u>Objective 3:</u> Identify the structural and economic constraints that inhibit the delivery of care that is integrated, safe, efficient, cost effective, and of high quality
<u>Essential 3:</u> Clinical Scholarship and Analytical Methods for Evidence-Based Practice 1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.	Research for Evidence-Based Practice 2	NUR 2007	<u>Objective #2:</u> Conduct a comprehensive review of published research literature to find relevant evidence to answer a clinical question <u>Objective #3:</u> Critically appraise and integrate published studies to provide the basis for protocol development
<u>Essential 7:</u> Clinical Prevention and Population Health for Improving the Nation's Health 2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.			<u>Objective #4:</u> Critically examine theories and models central to health promotion and disease prevention within diverse populations. <u>Objective #6:</u> Conduct individual and family health risk assessments and develop culturally sensitive, evidence-based recommendations for health promotion and disease prevention

III-C. The curriculum is logically structured to achieve expected student outcomes.

- Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.
- Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge.
- DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.
- Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.

*Elaboration: Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) as well as advanced course work.*

*Graduate curricula are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Accelerated programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire baccalaureate level knowledge and*

*competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.*

*DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire doctoral-level competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). The program provides a rationale for the sequence of the curriculum for each program.*

#### Program Response:

All of our DNP curricula are logically structured to achieve expected student outcomes which are consistent with the DNP essentials. Students with a BSN are eligible to apply to the Post BSN to DNP curricula which are offered on-site only ( 6 NP areas of concentration, 1 CNS with nurse anesthesia to be added in the next year). Post MSN applicants apply to the post MSN to DNP curricula which are offered both on-site and on-line, (6 NP areas of concentration, 2 CNS, 1 nurse anesthesia and one nursing administration). Sample DNP curricula for all areas are in Appendix 10 and in the resource room. RNs without a BSN can apply to our RN Options track and apply for early admission to the DNP Program. If admitted to one of the DNP majors/areas of concentration, 24 credits can be utilized to meet both the BSN and DNP requirements. The RN-DNP curriculum plans are included in Appendix 10.

#### APRN Certificates

Post MSN/DNP APRN certificate programs build on graduate level nursing competencies and the courses required depend on the previous academic work of the applicant. These certificates are non-degree granting. The certificate program curriculum plans are flexible and enrollees are required to take a certain number of credits based on previous coursework. The specific clinical requirement in the certificate programs also depend on the students' previous background. We currently offer a post masters certificate for NNP, AGNP and PMHNP.

#### BSN preparation is required and foundational

Those admitted to our BSN-DNP or MSN-DNP program must have earned a BSN. The Pennsylvania State Board of Nursing requires a BSN or BSN equivalency for nurse practitioner education. Post MSN DNP students must have earned a master's appropriate to their area of DNP study. For instance, a post master's FNP-DNP applicant must be masters prepared and credentialed as an FNP. If a post master's applicant wishes to be prepared for a new area of specialty additional coursework in the new area is required to and is consistent with courses required in our post BSN to DNP.

Our DNP program recruits from our BSN program. We have three pathways to the BSN: traditional four year BSN, the RN options BSN track, and accelerated 2nd degree. Traditional BSN students may opt for a BSN to DNP track upon graduation if they meet requirements for advanced study. The RN to BSN curriculum is designed for registered nurses, who have earned either a diploma or an associate degree in nursing and wish to continue their nursing education by earning a Bachelor of Science in Nursing. BSN RN students in our RN options program may apply for an RN to DNP option. They earn 24 specific graduate level credits that count toward the BSN but also serve as bridge credits to the DNP. They are admitted prior to completing their BSN with the 24 credits counting toward meeting the requirements of both degrees. Once they have earned to requisite number of credits needed for a BSN they are awarded that degree and then once they complete all DNP requirements, the DNP is awarded.

The Accelerated 2nd Degree in nursing is a post-baccalaureate entry program allowing students to build upon their previously acquired academic skills while immersing themselves in the nursing curriculum. The track incorporates the generalist knowledge common to baccalaureate nursing education as delineated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* as well as advanced course work. Some of the courses in this track, (NUR 2000 Research for Evidenced Base Practice I and NUR 2007 Research for Evidence Base Practice II), as well as one of the pre-requisite pathophysiology courses (NUR 2004), may be taken as DNP level courses which can be used to meet DNP course requirements.

#### DNP curriculum background and content:

Faculty began discussing adding a DNP program as the DNP concept was under discussion by AACN. Our formal planning began in 2004 when Dean Dunbar-Jacob appointed a DNP task force to make

recommendations on whether the School of Nursing should pursue this option. They recommended a DNP curriculum which was approved by the Total Faculty Organization. In designing the DNP curriculum core particular attention was paid to a leadership role, clinical expertise, socialization into a DNP role, and the level of research expertise to be required. The TFO of the School of Nursing approved the core DNP curriculum and University level approvals were achieved in October 2006. This initial planning took place prior to adoption of the *Essentials* in 2006. Once the *Essentials* became available faculty completed course crosswalks with these standards to assure that they were met. Our curriculum exceeded in all cases. Crosswalks continued as courses were added and the curriculum adjusted to accommodate updating of all areas of concentration in response to national trends, the needs of our students and program outcomes.

The curriculum design includes DNP core courses and specialty content. The core curriculum is identical across all 10 areas of concentration. A large number of courses are available as potential cognates depending upon the specific capstone area of interest of individual students. Students may select from our 10 areas of concentration which are defined below. Twelve credit minors are also available in gerontology, health care genetics, nursing education, informatics, administration, and research (<http://www.nursing.pitt.edu/academics/minors/index.jsp>).

The DNP curriculum is logically structured to achieve the best student outcomes such that courses taken provide a foundation for coursework and clinical experiences to come. To the best of our knowledge, the University of Pittsburgh School of Nursing offers the only DNP in the region with 10 areas of concentration. We have clinical nurse specialists concentrations in medical/surgery and psychiatric/mental health; nurse anesthesia; nurse practitioner with concentrations in adult gerontology acute care, adult gerontology primary care, family(individual across the lifespan), pediatric primary care, psychiatric mental health, and neonatal; and nursing administration. (Eight post graduate certificates are also offered: acute care nurse practitioner, neonatal nurse practitioner, psychiatric mental health nurse practitioner, nursing education, health care genetics, informatics, gerontology for nurse practitioners and school nurse.). Nurse practitioner education in Pennsylvania must be approved by the State Board of Nursing. All six NP areas are approved and meet yearly approval through submission of an annual report to the State Board of Nursing. Our NP post graduate certificates are also approved by the state board.

The purpose of this practice-focused doctoral program is to prepare nursing leaders for the highest level of clinical nursing practice. Throughout the program students develop the clinical, organizational, economic, and leadership skills to design and implement programs of care delivery which significantly impact health care outcomes and have the potential to transform health care delivery as articulated in the *Essentials*. Graduates with this terminal clinical degree are prepared for roles in direct care or indirect, systems-focused care. The DNP focuses on evaluating evidence and using evidence in clinical decision-making, leadership skills, implementing viable clinical innovations, and through applying research and theoretical understanding to plan and make change in practice. There is also emphasis on a population perspective, assessment of populations, use of data to make programmatic decisions, and program evaluation. Core courses of this curriculum focus on advanced evidence-based practice, organizational and systems leadership, clinical research and analytical methods for evidence-based practice, informatics and patient care technology for the transformation of health care, health care policy and finance, ethics, clinical prevention and population health, and inter-professional collaboration for improving patient and population health outcomes. The program culminates in a clinical, policy or healthcare systems focused capstone project that reflects the synthesis and application of knowledge gained throughout the curriculum.

The capstone project is a rigorous investigation of a clinical concern or policy issue that results in the utilization or translation of evidence into practice. The capstone project should result in a new or expanded area of expertise for the student and serve as a foundation for future scholarship and practice.

A capstone project is required of all DNP students, post-master's and BSN-DNP. The DNP capstone project may focus on a program or practice evaluation, a quality improvement project, meta-analyses or systematic review, practice model evaluation, practice change initiative, development and testing of an evidence-based clinical protocol, research utilization or analysis, policy or legislative development or analysis. Student interests outside of these categories may also be presented for faculty approval.

All capstone projects go through several levels of faculty approval. The DNP student is assigned an academic advisor when the school makes an offer of admission. This advisor guides and monitors the academic progression of the student and may also become the capstone chair or may assist the student to identify another faculty member who is working or is especially interested in the area of the student's capstone interest. The capstone chair assists the student to gain first level approval from the DNP Panel on Capstone Topic Approval. Following that approval the project details are developed, approved by the capstone committee and sent for review by the University of Pittsburgh Institutional Review Board (IRB) and any other review boards such as clinical site or health system after which the student may implement the project. These steps are closely followed by the capstone chair/committee. During this process the student is guided to register for supporting courses such as grant writing and manuscript writing. Students are encouraged to seek grant funding to support their project and are required to submit their findings for publication in a peer reviewed journal following a successful public presentation (defense). In addition to public defense and manuscript submission students must prepare an abstract to submit for a peer reviewed public (poster or podium) presentation and develop a portfolio. The portfolio includes the final capstone documents and the DNP *Essentials* form the framework for the remainder of the portfolio. There is a section for each of the 8 *Essentials* and the student provides evidence of how each *Essential* was met. A bound copy is retained by the school. As previously noted the total faculty recently (October 2012) approved revised DNP Capstone guidelines and will continue to monitor the success of their use. Of note the aforementioned Capstone defense, manuscript submission, presentation abstract and portfolio completion are a requirement for graduation. Sample manuscripts, capstones, and portfolios are available in the Resource Room.

#### III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.

*Elaboration: Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student outcomes identified in course, unit, and/or level objectives.*

##### Program Response:

Practices and environments support achievement of expected student learning outcomes as identified in objectives. Faculty employ pedagogical and andragogical (adult- focused) models of learning as appropriate in order to better engage adult students. In addition, individual faculty members are required to formulate a written teaching philosophy which becomes a part of his or her teaching portfolio. As described in Key Element II, the School of Nursing has an excellent teaching-learning environment including recent renovated classrooms, a well-equipped skills lab, renovated simulation facilities, distance educational technology and support, and a state-of-the-art recording studio. As previously mentioned in Key Element II-B, online students have access to the same level of support and resources as the onsite students.

##### Teaching-learning in the classroom setting:

Faculty employ a variety of teaching-learning strategies to accommodate different learning styles and to take advantage of the School of Nursing's proximity to the University of Pittsburgh Medical Center with its wealth of guest lecturers, adjunct faculty, clinical preceptors and other resources. The HSLS described in Key Element II is available to faculty and students and the health sciences librarian (who is the liaison to the School of Nursing) visits classes to orient students and faculty, to offer specialized training and to assist DNP students with organizing and conducting literature searches to support coursework and capstone project development. Post-master's online students also have access to the library system and the librarian who is liaison to the School. The extensive technology available within the school and described more fully in Key Element II makes it possible for faculty to spend time challenging students to use higher level thinking skills. Training offered to faculty by ETI (school) and the University Center for Instructional Development and Distance Education (CIDDE) in the use of Blackboard has also enhanced the learning experience. Blackboard is an online tool that supports student learning and assists faculty by acting as a repository for course supplemental materials, hosting quizzes, allowing students to build e-portfolios, and so forth. Learning

takes place in group as well as individual settings, and through both oral and written assignments. Course attendance requirements vary somewhat but attendance is generally required. In addition to the resources mentioned above, faculty use specific practices, methods, and techniques to achieve student outcomes aligned with their particular course. In a recent survey regarding courses taught during the 2012-2103 academic year, faculty have reported using technology, simulation, peer-to-peer mentoring, and interprofessional learning/team leading experiences to facilitate student achievement. Examples of teaching-learning practices used by faculty in the DNP program can be found in Table 14.

#### Teaching-learning in the clinical setting:

BSN-DNP students learning to become NPs or CNSs are guided by clinical preceptors and clinical faculty in clinical settings at sites such as UPMC, schools, the Midwife Center, the VA Hospital, community hospitals, community care centers and private practices. The specialties and curricula meet all national and state criteria with regard to clinical hours, preceptor qualifications, faculty oversight and faculty-student ratio. BSN-DNP students including those who receive didactic courses by WebEx were able to complete their physical exam laboratory sessions at a hospital near their home via an adjunct faculty, and complete off site clinical practice hours in geographic locations that are accessible for site visits by faculty. Arrangements for clinical placements are initiated and planned by faculty; the office of the dean makes the formal agreements. Copies of all currently approved agreements for clinical sites are available to program faculty and the specific faculty and student requirements (e.g., clearances, immunizations and other health requirements) are posted on the intranet which is available to all faculty. Clinical sites are continually evaluated to ensure that they are meeting student learning needs and changes are made as appropriate (see III-F below for Evaluation discussion).

We compete with other nursing programs and other disciplines for a finite number of high quality clinical sites. Student clinical placements vary by area of concentration. The CNS program coordinator and Acute Care NP coordinator handles placements of the students requiring clinical experiences (primarily BSN-DNP students). In 2011 in keeping with needs produced by the growth of our onsite

BSN-DNP offering we have improved our competitive status by employing a clinical site coordinator. This individual is an MSN-prepared RN who knowledgeable about clinical resources in our geographic area and works with faculty and students on clinical placement related issues. She works closely with staff from the UPMC Advanced Practice Provider Office, recruits and communicates with current practice sites and assists students and faculty to assure that sites match the variety of program clinical needs (for example adult, geriatric, pediatric) and meet clinical course objectives. Evidence to date points to improvement in confirming sites, but monitoring will continue.

Clinical experiences vary for the MSN-DNP students (depending on clinical hours earned in the masters program) are not required for the MSN-DNP Nurse Anesthesia and Nursing Administration students. For the BSN-DNP Nursing Administration students, a residency experience is required, but we currently do not have any enrolled BSN-DNP students (the residency experience is described on pg. 50).

#### Teaching-learning practices in the online environment:

The on-line learning environment was designed to be identical to the on-campus learning environment in that the courses are identical in terms of objectives, expectations and assignments. Faculty from the School of Nursing teach both on-line and on-campus. The on-line environment attracts students who are typically working full time and appreciate the flexibility to be able to “attend class” at their convenience and/or those who would like to attend the University of Pittsburgh but lack geographical access. This is especially true for students wanting a specific area of focus for their DNP instead of a generic DNP program.

Courses are typically taught in an asynchronous manner with students expected to participate in weekly assignments and discussion boards. Depending on the course, synchronous events such as chat rooms, or Webex presentations may occur on a preplanned basis. One of the interesting advantages that students identify in the on-line program is the ability to interact with classmates from across the country, and to hear various perspectives that are occurring nationally.

#### Teaching-learning practices in distance education:

Students receiving lectures via WebEx receive identical experiences as onsite students. They are receiving real-time, live lectures at their different geographic location. Students are able to

engage in classroom discussions, ask questions, and actively participate alongside their onsite classmates.

Table 14. Examples of faculty use of teaching-learning practices and methods in achieving program outcomes

Course	Teaching-learning practice or method	How is the practice or method used to support achievement of student outcomes?
NUR 2004 Pathophysiology	Technology: Discussion Boards	<ul style="list-style-type: none"> <li>• For Pathophysiology across the lifespan (we use Courseweb. I post slides, handouts, links to external websites of interest on a difficult or given topic, and papers or links to papers on topics of interest, exercises and discussion board (where students can post and I post topics for discussion). Some lectures have links to external videos to stress some concepts.</li> <li>• For NUR 2404 (distance education version) the students have the same resources but connect to live lectures with WebEx.</li> <li>• For NUR 2204 (all online, asynchronous) the same things are posted but there are also extra learning experiences. Lectures for this version are presented in an totally online, asynchronous format. There are powerpoint presentations with and without voice overs and a lot more discussion board activities. Some are word documents with exercises, tables, etc., some are links to external websites with content and/or exercises. The different learning style requires more external resources</li> </ul>
NUR 2820 Principles and Practice of Forensic Nursing and Legal Nurse Consulting	Technology: Blogs/peer-to-peer mentoring	To achieve the DNP program outcomes we use BLOGS (a feature in the CourseWeb) in assessing the student's understanding of a concept, rule, or theory. I blog discussion questions and each student responds by blogging their responses to the entire class to read. Then each student gives their feedback to two other students. Here they blog their comments about the students' responses. It is not only the instructor who gives feedback but also other students give feedback to students' responses by blogging
NUR 2031 The Diagnostic Physical Exam Across the Life Span	Simulation	We use the skills lab sessions to practice and demonstrate and assess student competencies performing adult and pediatric physical exams. They practice on each other for the adult exam and we use high and low fidelity simulation with infant models for pediatric exams. We also conduct a large scale simulation and paid live male and female models for the genito-urinary exam.
NURSP 3296 Clinical Systems Analysis and Design	Simulation	A virtual hospital, Sanita Hospital, was created using real quality and financial data from one of the UPMC hospitals that agreed to share their information. Students are required to complete 3 case studies as part of the course based on the data found in Sanita Hospital. All the case studies are posted, and then we discuss key learnings in the discussion boards. In this way students learn multiple approaches and solutions to the same problems. This is really an administrative simulation. Students find it hard, but say they learn an immense amount from this class
NUR 3056 Introduction to Clinical and Translational	Interprofessional learning/team building	This course includes students across the health sciences. The students work together in interdisciplinary groups to develop their course/research project



Course	Teaching-learning practice or method	How is the practice or method used to support achievement of student outcomes?
Research In Health Sciences		

Student evaluation of teaching-learning practices and environments (clinical and classroom):

Students are given the opportunity to evaluate teaching-learning practices and environments on a formative and summative basis. Students complete a course evaluation a few weeks prior to the end of each term for every course in which they are enrolled. The results are not shared with faculty until after the term has concluded. Questions on the course evaluation address teacher effectiveness and course-specific information (usefulness of assignments, etc). In addition, at the end of their program, students complete an in-depth End-of-Program survey, in which they are able to evaluate all aspects of the program, including: classroom and clinical experiences, resources, faculty competence and teaching effectiveness, curriculum structure and sequencing, preceptors, and program preparation. A copy of the survey will be available in the Resource Room.

III-E. The curriculum includes planned clinical practice experiences that:

- enable students to integrate new knowledge and demonstrate attainment of program outcomes; and
- are evaluated by faculty.

*Elaboration: To prepare students for a practice profession, each track in each degree program and post-graduate APRN certificate program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences involve activities that are designed to ensure students are competent to enter nursing practice at the level indicated by the degree/certificate program. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes.*

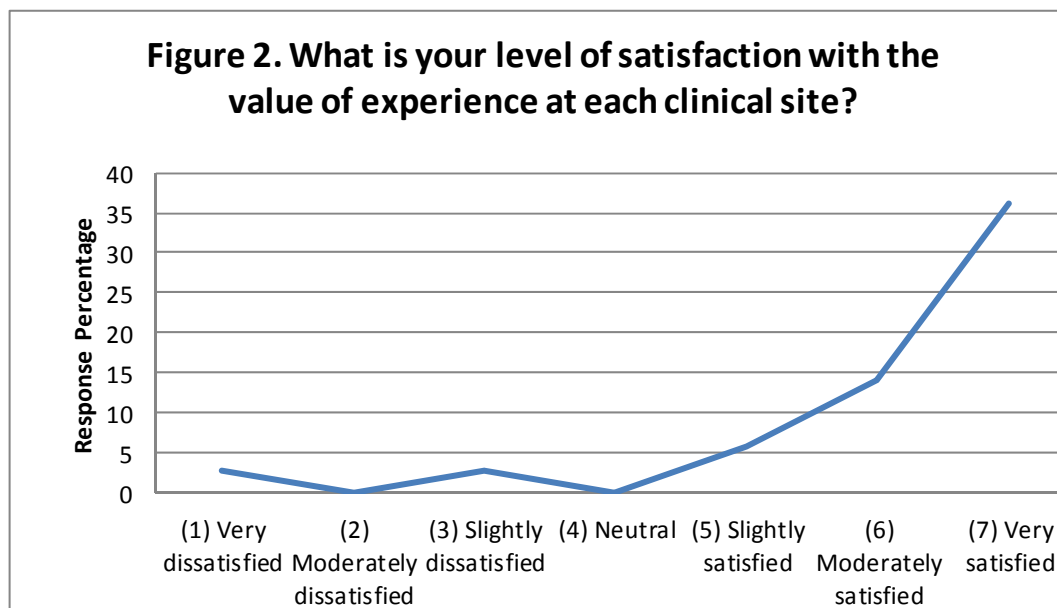
Program Response:

Clinical experiences are integral to the DNP curriculum. All DNP graduates earn a minimum of 1000 clinical hours. Post BSN to DNP students earn clinical hours consistent with or above the national requirements of 500 for NPs and 1000 for CNS. The remaining required hours may be dedicated to each student's capstone project clinical work. Post MSN to DNP students receive credit for up to 600 clinical hours earned in their masters program as verified by that program. The other required hours support their capstone work. In all cases, capstone clinical work is supervised by each student's capstone chair in tandem with the academic advisor. Additional information regarding clinical experiences for NP students can be found in the NTF Criteria worksheet. As previously indicated, there is no clinical requirement for DNP Nurse Anesthesia students.

Clinical hours are planned, supervised and evaluated by faculty across all ten areas of concentration. Faculty are supported in this work by personnel inside the school and from our practice partners who assist in assigning each student to a clinical area that is a match for the companion didactic course where tandem courses exist. Preceptors meet specific practice, experience and credentialing criteria and have expressed willingness to precept. Clinical course outlines contain course descriptions, objectives/outcomes and evaluation criteria. Faculty involved in teaching each clinical course communicate the course requirements to the preceptor, make a minimum of one site visit to each student in each course and assist the preceptor to focus their evaluation on the required outcomes. The primary faculty teacher of each clinical course issues the course grade. If a student is not meeting course objectives faculty may require additional clinical hours and make additional site visits. Students are given the opportunity to evaluate their clinical experiences in the End of Program Survey. Over 90% of DNP students report satisfaction with their clinical sites, as demonstrated in Figure 2 below.

### Nursing Administration Residencies:

BSN-DNP Nursing Administration students are also required to complete a residency experience. The guidelines for the residency experience can be found in Appendix 11. The DNP residency is a culminating practicum experience for the DNP administration leadership student. Students apply knowledge and principles learned throughout the program to design an individualized precepted experience that focuses on leadership competencies within complex organizations and systems. Objectives and corresponding learning activities are developed to reflect the student's primary area of practice and/or to complement existing knowledge and experience at a higher level of complexity.



III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

*Elaboration: The curriculum and teaching-learning practices (e.g., use of distance technology, didactic activities, and simulation) are appropriate to the student population (e.g., adult learners, second language students, students in a post-graduate APRN certificate program) and consider the needs of the program-identified community of interest.*

### Program Response:

The communities of interest within the University include faculty and students within the school and other schools of the health sciences (represented primarily by the senior vice- chancellor for health sciences) and other areas of the University (as represented by faculty from other departments who guest lecture or teach required courses, the Provost and Chancellor, et al). Externally, the communities of interest includes but are not limited to potential employers and clinical agencies where students practice, alumni, fellow nurse educators, and legislative bodies/professional organizations. Differences among these sectors cause the methodology and frequency of data collection to vary. Teaching-learning practices are consistent with the larger institution, are appropriate to the student population and build on prior learning. As demonstrated in Table 14 above, students are exposed to the latest techniques and trends in simulation, technology, and other resources to meet their educational needs. Also as discussed in II-B, faculty, students, and preceptors have ample opportunity for input into the teaching-learning process. The DNP faculty are especially aware of the needs of adult learners with limited time and are using distance technology to enhance the opportunity to attend school. Our post masters DNP curriculum is available onsite and online, with online learning clearly the popular choice. The online post masters has no required visits to campus. With regard to the Capstone Project the same guidelines used with onsite students apply to online

students. With University of Pittsburgh faculty oversight the online post masters students doing Capstone Project work may identify local doctorally prepared faculty to serve on the Capstone Committee (the Capstone Chair must be University of Pittsburgh faculty) as well as a practice site where the CapstoneProject may be carried out. Advising is conducted using distance technologies and the required Capstone public presentation are conducted using WebEx or a similar technology unless the online student chooses to come to our Pittsburgh campus. The first online post masters students graduated in the Spring of 2013. When the post masters applicant wishes to prepare for a new specialty then onsite study is required (for example a masters prepared nurse/educator wishes to be prepared as a FNP-DNP).

The post-MSN/DNP certificate programs were developed to meet the needs of the healthcare community. Even though they are low-enrolling programs, the certificate options meet a need for the community. For example, the neonatal nurse practitioner certificate program was developed at the request of one of our healthcare systems, which is expanding their neonatal services.

Students are given an opportunity to evaluate each course in which they are enrolled during the last 3 weeks of study. The surveys are administered online, by the Office of Measurement and Evaluation of Teaching. Faculty requests the survey through OMET, and are given the results *after* the completion of the term. Students indicate that lectures, discussions, audiovisual materials, handouts, and assignments are the most effective in helping them to learn the content of the course (see Table 15 below). In addition, students reported that their instructor used strategies that helped their learning to a considerable or very high degree: 68% in Fall 2012 courses, 97% in Spring 2013 courses, and 87% in Summer 2013 courses. Correspondingly, students rated their instructor's overall effectiveness to a considerable or very high degree: 75% in Fall 2012 courses, 91% in Spring 2013 courses, and 95% in Summer 2013 courses (see Figure 7 under Key Element III-H). Additional OMET results can be found in Appendix 12.

Table 15. Student Evaluations of DNP Courses\* (all scores are listed in percentages):

Effectiveness of :	Fall 2012 (n=219)					Spring 2013 (n= 57)					Summer 2013 (n=41)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Lectures	No DATA					0.0	7.4	37.0	55.6	0.0	2.5	0.0	35.0	60.0	2.5
Class discussions	No DATA					1.9	3.7	50.0	27.8	16.7	0.0	7.5	45.0	32.5	15.0
Readings	No DATA					3.9	19.6	43.1	33.3	0.0	0.0	27.0	27.0	18.9	27.0
Small group discussions	No DATA					0.0	11.3	22.6	9.4	56.6	0.0	7.5	20.0	7.5	65.0
Student presentations	No DATA					0.0	0.0	11.1	3.7	85.2	0.0	7.5	36.6	29.3	26.8
Audiovisual materials	No DATA					0.0	1.9	53.7	42.6	1.9	2.4	4.9	46.3	43.9	2.4
Labs	No DATA					1.9	0.0	1.9	0.0	96.3	0.0	2.4	4.9	22.0	70.7
Handouts	0.9	13.5	32.1	28.4	25.1	1.9	11.5	42.3	42.3	1.9	0.0	10.0	47.5	37.5	5.0
Assignments	3.7	12.1	30.2	30.7	23.3	1.8	7.3	58.2	32.7	0.0	0.0	7.3	43.9	48.8	0.0
Group projects	0.5	1.9	4.7	6.2	86.7	1.9	5.7	26.4	0.0	66.0	0.0	7.5	32.5	17.5	42.5
Individual projects	0.5	10.8	22.2	23.6	42.9	1.9	7.4	46.3	16.7	27.8	0.0	7.3	24.4	19.5	48.8
Case studies	1.4	9.1	21.1	16.7	51.7	1.9	3.7	31.5	31.5	31.5	0.0	4.5	29.3	29.3	36.6

1=ineffective

2=somewhat effective

3=effective

4=very effective

5=Does not apply

## \*Description of Courses Included in Each Term

Course	Term
NUR 2007 Research for Evidence Based Practice 2	Fall 2012
NURSP 2275 Introduction to Health Informatics	Fall 2012
NUR 3099 The Science of Health Care Deliver	Fall 2012
NUR 3013 Ethics in HealthCare	Fall 2012
NUR 2004 Pathophysiology Across the Life Span	Fall 2012
NUR 2034 Advanced Pharmacology	Fall 2012
NUR 2031 The Diagnostic Physical Exam Across the Life Span	Fall 2012
NUR 2865 Fundamentals of Disaster/Mass Casualty Care	Fall 2012
NURNP 2026 Role Seminar 1	Fall 2012
NURNP 2523 Management: Women's Health 1	Fall 2012
NURNP 2520 Management: Pediatric Health Theory	Fall 2012
NURSP 3094 Evidence Based Quality Improvement	Fall 2012
NUR 3052 Manuscript Development	Spring 2013
Nur 2680 Introduction to Genetics And Molecular Therapeutics	Spring 2013
Nurnp 2540 Pediatric Well Child Care Theory	Spring 2013
Nurnp 2546 Management: Adolescent Health Theory	Spring 2013
NUR 3050 3450 Grant Writing	Summer 2013
NURNP 2526 Management Geriatric Health	Summer 2013
NURNP 2104 Management of Complex Health Problems of the Acutely and Critically Ill Adult	Summer 2013

Ensuring that the needs of our online students are met is a priority for the School of Nursing and the DNP program. Online students reported high satisfaction with their courses during the 2012-2013 Academic Year, according to the student satisfaction survey administered by PittOnline. For the Fall 2012 term, over 85% of students (n=43) who responded to the survey rated their overall satisfaction with their online course experience as a 7 or higher, on a scale of 1-10 (1 being the lowest, 10 being the highest). Almost 90% of students indicated that they would recommend an online program from the University of Pittsburgh to others. Similar results were obtained for the Spring 2013 term (over 66% reported a 7 or higher for overall satisfaction and 92.3% would recommend the program, n=27), and for the Summer 2013 term (over 89% reported a 7 or higher for overall satisfaction and 88.5% would recommend the program, n=27). In addition, the following data supports the ease in which online students are able to access their courses:

Question	% responded with "strongly agree" or "agree"
It was easy to determine how to begin the course	95.2% (Fall 2012) 92.6% (Spring 2013) 96.3% (Summer 2013)
It was easy to navigate through the online course and locate the information I needed	95.3% (Fall 2012) 85.2% (Spring 2013) 85.2% (Summer 2013)
The online course was free of technical defects, such as broken links	83.7% (Fall 2012) 81.5% (Spring 2013) 85.2% (Summer 2013)

Alumni satisfaction and achievement is extremely important to the DNP program, as it is considered a measure of our success and essential to ensure continuous, quality improvement. An

alumni survey is distributed to students via the office of Advancement and External Relations 6 months post-graduation and again in 3 years. Alumni data is reviewed at least annually. According to the 6-month alumni survey administered to our 2012 graduates, 100% (n=7) reported being very satisfied or extremely satisfied with their educational experience at the University of Pittsburgh School of Nursing.

**Employer satisfaction:**

One of the particularly challenging outcomes to assess is employer satisfaction with our graduates. Over the years we have employed a variety of techniques to obtain this information including surveys and preceptor dinners (many of our preceptors have or do employ our graduates) with limited success. We have invited several employers to be part of our DNP Advisory Committee and they provided feedback during the meeting. Faculty also elicit information from preceptors who have employed our graduates when they do clinical site visits. In December 2013, an appreciation breakfast was held for our DNP graduate employers. Employers included: UPMC Health System CNO, VA Pittsburgh Healthcare System CNO, UPMC Director for Academic Partnership, UPMC Presbyterian CNO, and Western Psychiatric Institute and Clinic CNO. A brief survey was administered to attendees. Results were overwhelmingly positive. One hundred percent of respondents (n=5) reported being “Very Satisfied” with the overall educational preparation of the graduate and the graduate’s ability to practice fully in the professional APRN or administrative role. In addition, 100% of respondents reported that compared to other professionals in a similar role, they would consider University of Pittsburgh DNP graduates “Above Average.” The respondents have employed Clinical Nurse Specialists, Nurse Practitioners, and Nurse Administrators who have graduated from our DNP program.

Additional evidence for ensuring that the curriculum and teaching learning-practices of the DNP program are meeting the needs of the students (part of our community of interest) is verified via the End of Program Survey (which is discussed in detail, beginning on page 46, Key Element III-H).

**III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.**

*Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students’ clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.*

**Program Response:**

Evaluation policies and procedures for individual student performance are defined and consistently applied. Faculty members are required to communicate course grading and evaluation criteria to all students at the start of each semester with clear specification of grading and evaluation expectations in writing on all syllabi. Faculty members seek input from preceptors and track student performance in clinical settings; however, it is the *primary* faculty member’s responsibility to determine whether learning outcomes are met.

Faculty members in each area of concentration meet regularly to discuss the progress of students, assess their needs, provide feedback, and plan remediation as needed. For example, in the Health Promotion and Development Department where four NP AROCs are housed faculty members meet monthly and assess their students’ progress and plan for added support and remedial assignments as needed.

Evaluation policies and procedures are communicated to students in the following ways:

TABLE 16. Communication of Evaluation

Evaluation Policy/Procedure	Method of Communication
SON Grading, Repeating of a Course, Progression	<ul style="list-style-type: none"> <li>• Graduate Student Orientation Module (Students required to complete quiz and print out certificate of completion)</li> <li>• Graduate Student Bulletin</li> </ul>
Individual Course Assignment Grading/Requirements	<ul style="list-style-type: none"> <li>• Blackboard/Course Web (100% of faculty who responded to the faculty survey indicated that they use CourseWeb for teaching in didactic courses; 85% of clinical instructors)</li> <li>• Distribution of Syllabus (100% of faculty who teach a didactic course reported that they post the syllabus on CourseWeb; 85% of clinical faculty)</li> <li>• Grading rubrics (distributed with assignment instructions)</li> </ul>

### DNP Student Evaluation

Upon admission, each DNP student is assigned a faculty academic advisor in their selected area of concentration. Individual plans of study supporting the preferred concentration and scholarly capstone idea are drafted and kept on file for each DNP student in conjunction with the faculty advisor. Revisions are made as the student refines personal academic goals and new opportunities become available. This may include adding cognate courses or a practica, a mentored teaching/writing opportunity or locating a content expert to support the capstone scholarly work. Progress is monitored on a regular basis through setting/meeting benchmarks, regular communication and periodic face to face meetings for onsite and email/Skype contact with online or distance education students. DNP students meet with faculty regularly to discuss their progress, assess their needs, provide feedback and supplement learning needs. If there are performance issues advisor oversight is increased as needed. The level of faculty involvement with regards to evaluating students in the clinical setting varies with the area of concentration requirements (see NTF criteria worksheet for nurse practitioner student evaluations). For example, in the primary care, adult-gerontology, neonatal, and pediatric NP programs, faculty evaluate students in the clinical setting via site visits at least once in each clinical course. At these visits faculty directly observe student interaction with patients and preceptor, provide feedback to student, and discuss individual progress and learning needs with the onsite preceptor. In the last year faculty expressed concern about the quality and usability of the site visit evaluation form. A subcommittee reviewed literature and consulted with trusted preceptors.

This resulted in the adoption of a revised form which will now be piloted and evaluated by faculty who site visit in 3 required clinical courses. In addition the specialty coordinator may ask for advice and assistance from the DNP Council which has overall responsibility for monitoring the DNP curriculum and student progress. DNP students are evaluated in their individual course work through course teachers and through their scholarly work with their faculty advisor and other members of their capstone committee. Presentation of capstone project allows for scholarly and community appraisal, critique and monitoring of the success of the student.

Appendix 13 lists all DNP courses. A folder for each course is available as supporting documentation and in the resource room. The folder will contain the course outline/syllabus, class schedule listing course content, graded example of student work with evaluation rubric.

III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

*Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.*

#### Program Response:

The University, School and the DNP faculty are committed to a culture of review, assessment and evaluation with well-defined processes in place for doing so on an ongoing basis. Throughout, the School has maintained not only a culture of evaluation but also a culture of excellence resulting in consistently high ranking by U.S. News and World Report and other ranking bodies. Major changes described elsewhere in this document have taken place since the 2009 site visit reflecting a shift to a more rigorous curricula and enhanced focus on integration of evidence-based practice and the expansion of program offerings to accommodate distant students. The DNP curriculum committee engages in a triennial review of courses, as well as ad hoc review to accommodate curriculum changes in a timely manner. It is projected that DNP Council may soon have its own curriculum committee. This will allow a more frequent and targeted review of curricula at a time of dramatic growth in the DNP program.

#### Evaluation of Curriculum

The University of Pittsburgh DNP program incorporates professional standards and guidelines into our course objectives which is confirmed in our crosswalks. The crosswalks also demonstrate that the DNP program is congruent with the eight core AACN *Essentials of Doctoral Education for Professional Nursing Practice* (scientific underpinnings for practice; organizational and systems leadership for quality improvement and systems thinking; clinical scholarship and analytical methods for evidence-based practice; information systems/technology and patient care technology for the improvement and transformation of health care; health care policy for advocacy in health care; inter-professional collaboration for improving patient and population health outcomes; clinical prevention and population health for improving the nation's health; advanced nursing practice). In addition, all nurse practitioner programs have demonstrated compliance with the National Organization of Nurse Practitioner Faculties (NONPF) core competencies, and population-specific competencies for Family/Across the Lifespan, Primary Care Pediatric, Adult-Gerontology Primary Care, Neonatal, Psych-Mental Health, and Adult-Gerontology Acute Care. A new evaluation plan for the DNP program was developed in the fall of 2013. According to the plan, curricular crosswalks will be reviewed by the DNP council every 4 years, or any time there is a change in nursing standards, or as needed. Curricular crosswalks have been completed/reviewed on three separate occasions during the last 5 years.

#### Evaluation of Teaching-Learning Practices

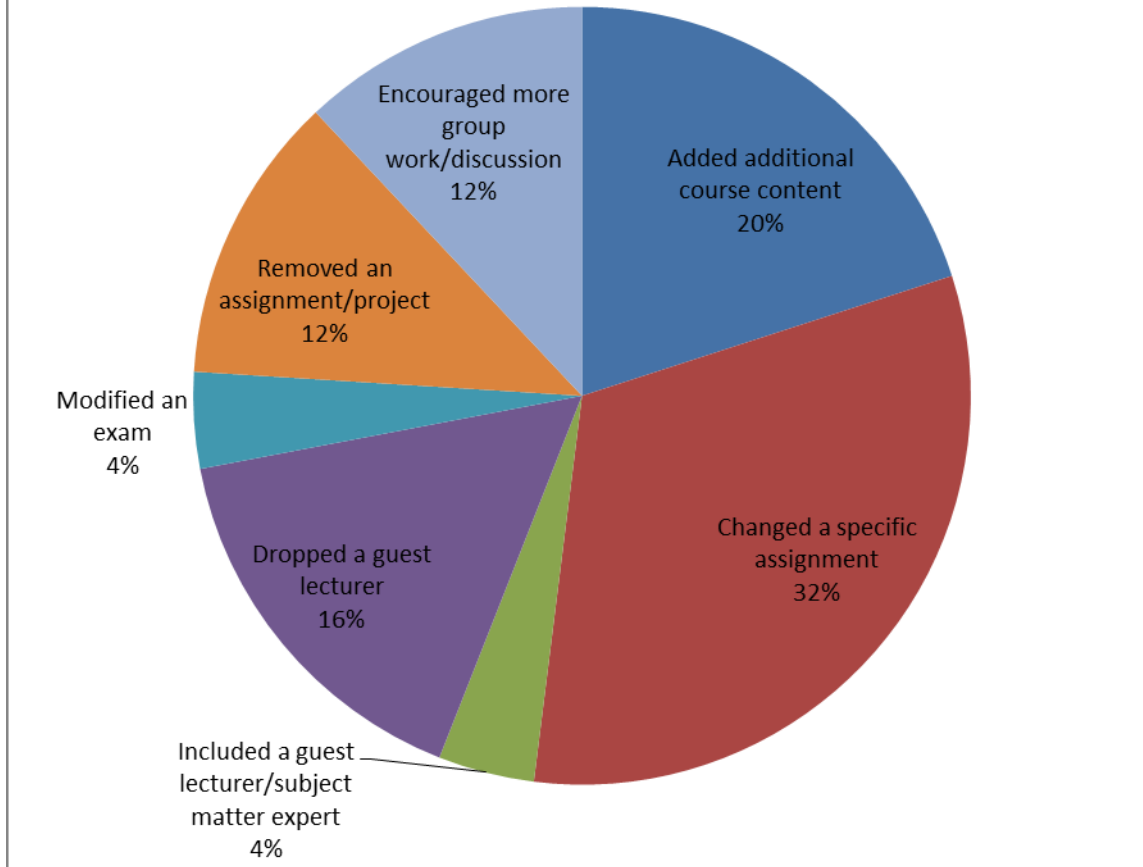
##### Faculty

All faculty receives an annual review of their achievements which is shared in writing and during a scheduled meeting with the department chair. The review incorporates student evaluation of teaching obtained through anonymous surveys conducted by the Office of Measurement and Evaluation of Teaching (OMET). Faculty members are observed in the classroom as part of the mid-tenure review for reappointment and promotion. Peer evaluations are obtained at designated intervals depending on rank and status (renewal of contract, promotion, etc.). Every three years, each faculty member presents a teaching portfolio as part of the evaluation. The portfolio includes a personal philosophy of teaching, a self-assessment of course changes made in response to changes in health care, faculty creativity and student evaluations. Content is based on guidelines and policies. All of which, along with the University Faculty Handbook, are available to all school personnel on our Intranet.

In the fall of 2013, a survey was developed to annually collect information regarding faculty evaluations of their own teaching-learning practices. As previously mentioned in Key Element III-D, faculty were asked to describe strategies used to improve instruction (i.e. technology, simulation, peer mentoring, assignments) and additional resources that may be needed to accomplish curricular goals and objectives (see Table 14 on page\_\_). As an additional quality improvement effort, faculty will be surveyed annually regarding their review of student (OMET) evaluations of their courses. Results of the Fall 2013 survey are as follows. Of the faculty who requested an OMET survey, 100% reported that they reviewed the survey results. In addition, 65% of those who reviewed the student survey responses reported making changes to their course. Faculty were asked to report what specific changes they made, and results are displayed in Figure 3 below.

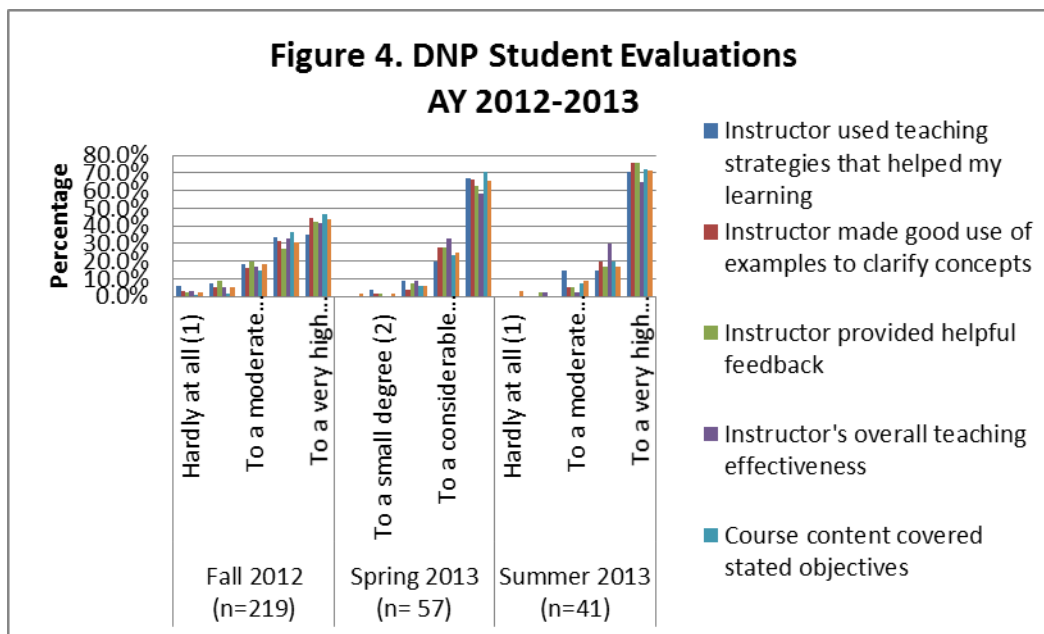


**Figure 3. Faculty-made changes to a course as a result of student feedback (n=25)**



### *Students*

Student evaluations of teaching-learning practices are obtained through the Office of Measurement and Evaluation of Teaching (OMET). Students are given the opportunity to evaluate their instructor's effectiveness during the last three weeks of each course. As previously mentioned, OMET results are shared with the faculty member during their annual review. Data is collected each term, and reviewed for evaluation of the curriculum and teaching-learning practices at the aggregate level (list of courses included in each term can be found on page 41). Examples of questions asked to gather information regarding students' evaluations of the curriculum and teaching effectiveness can be found in Figure 4. Data shows that the majority of students report that their instructors' teaching methods are effective. Student evaluations of course materials were previously discussed on pages 50-51 (Table 15). Students are also given an opportunity to share their experiences and evaluation of the program at the time of graduation, by means of the End of Program survey, which will be discussed in detail beginning on page 57.



### Preceptors

Arrangements for preceptored clinical experiences are initiated and planned by primary faculty of each clinical or residency course in collaboration with leaders or their designee at agencies where students are housed. Preceptors are selected based on their credentials, commitment to the preceptor role, and the ability of the clinical site to accommodate students. The individual faculty member is responsible for orienting the preceptor to the course in person or by electronic means.

In the department of Health Promotion and Development nurse practitioner faculty have consistently used an online-tracking system for preceptors and clinical sites. The system allows for documentation of preceptor experience and qualification, student clinical hours, and clinical site visits. Historically, preceptors have not been evaluated in a standardized fashion by faculty. Students are given the opportunity to evaluate their preceptors and clinical experiences during the end-of-program survey.

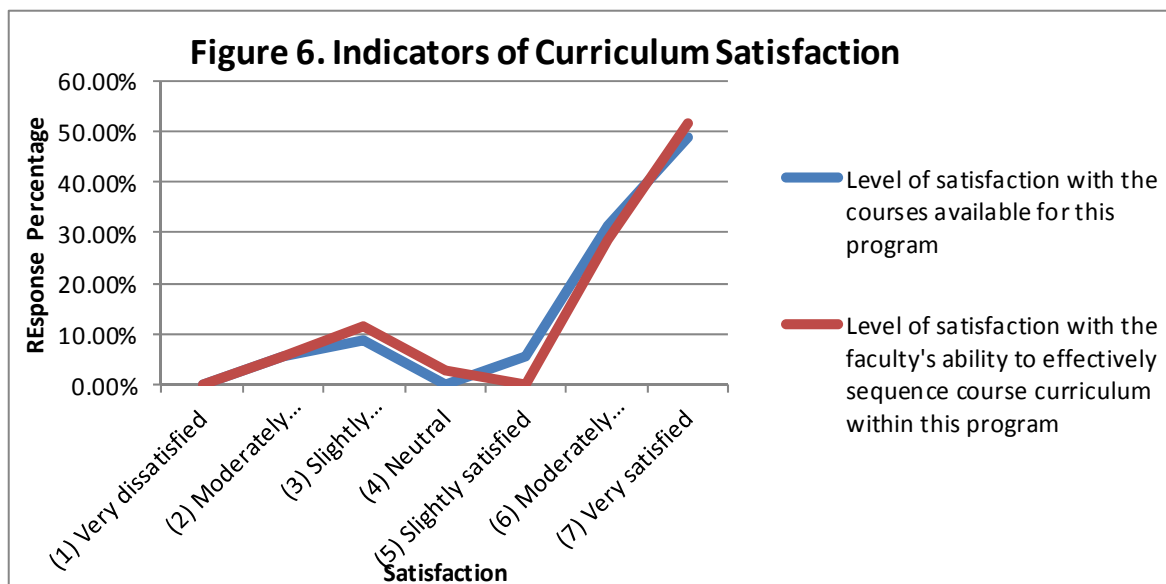
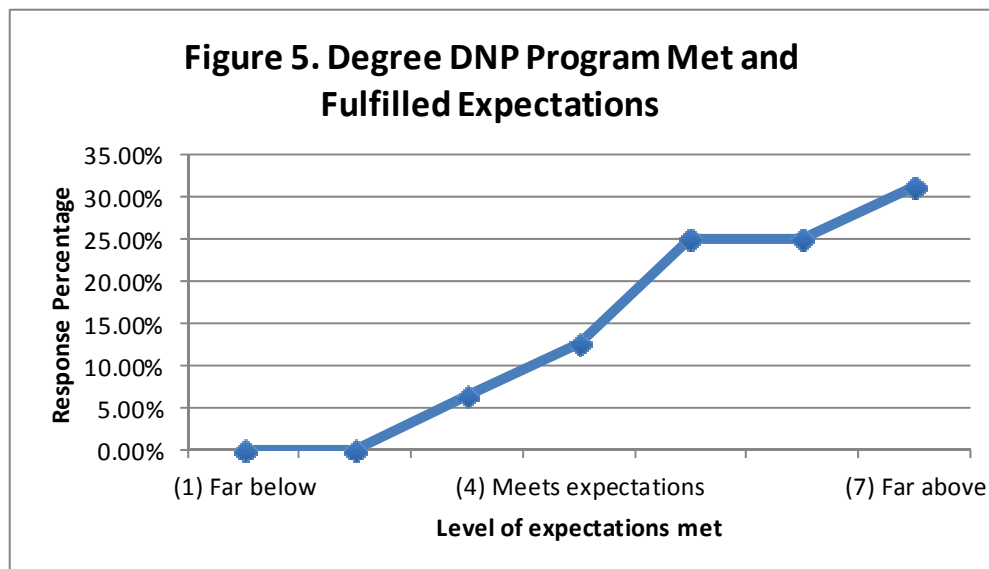
### Clinical Placement Sites

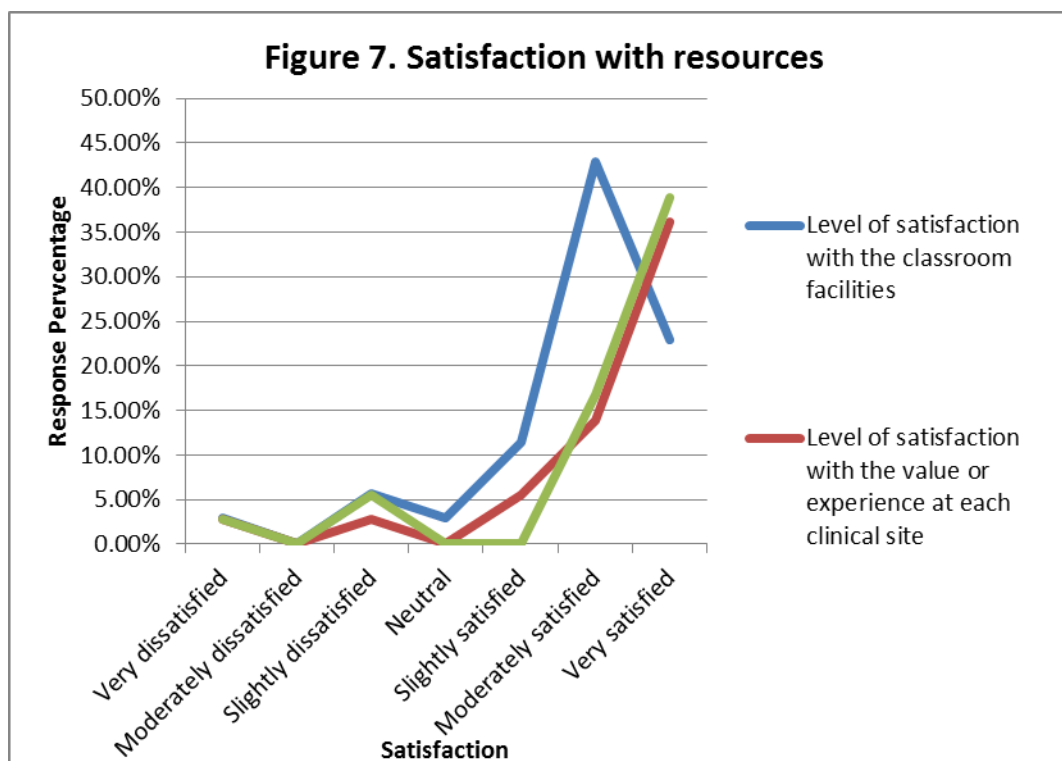
DNP clinical placement sites are evaluated by primary faculty, who visit the site and observe preceptor teaching activities. For the acute care and psychiatric mental health programs, the majority of clinical sites are within the University of Pittsburgh Medical Center hospitals. For primary care nurse practitioner programs, visits are generally scheduled once per term if the preceptor is experienced, known to the school, and there have been no problems or complaints. If problems do arise, more visits may be scheduled. For students having problems prior to the clinical placement, faculty will hand pick their preceptor in order to best meet the individual student's needs. Students faring poorly are visited more frequently and moved if indicated. Student evaluations of clinical placement sites are also solicited during each experience and used to consider the value of the particular placement. In 2011 a clinical site coordinator was hired and her value in improving the process for clinical site placement is being reviewed.

### End of Program Evaluation

As previously discussed in Key Element III-H, An evaluation is obtained from DNP graduates in or immediately following their final term of study. The end of program survey tool is distributed to students by the Center for Research and Evaluation (CRE) three times a year (end of fall term, end of spring term, and end of summer term), and reviewed following the collection of responses. During the Fall 2013, it was discovered by the new Associate Director for Evaluation that the End of Program survey had not been administered since the Summer of 2012, due to a change in CRE responsibilities. As soon as the discovery was made, the survey was sent to the former DNP graduates. Since only a small number of DNP graduates responded to the delayed survey (n=6), results will be reported in the aggregate (n= 37, DNP graduates Fall 2009- Fall 2013). The Associate Director for Evaluation has

assumed responsibility for the survey administration and will ensure the surveys are sent out according to schedule. The survey contains --- questions, and several items were reviewed to gauge a general evaluation of the program and curriculum from the students' perspective. Figures 5-7 below are examples of questions reviewed as part of the evaluation of curriculum and teaching-learning practices. Of the 37 DNP graduates who responded to the survey, a combined 93.7% of respondents reported that the DNP program has met and fulfilled their expectations (met expectations = 4 or higher).





#### Areas of Strength for Standard III

- A dedicated faculty committed to the highest standards of teaching nursing science and practice; and practices and an environment within the school, the University, the health sciences and area health care facilities committed to the highest standards available to enable teaching/learning.
- Forward-thinking curriculum plans incorporating the latest science and technology (e.g., informatics, genetics, use of simulations) that strives to meet the highest standards of nursing science and practice, and that follows logical teaching/learning progression across all levels
- Curriculum committees and community of interest groups at all levels providing ongoing input leading to program improvement.
- High levels of student and alumni satisfaction with faculty, resources, curriculum, clinical experiences, and the program as a whole.
- Evidence of faculty engaging in continuous quality improvement efforts as evidenced by changes to a course as a result of student feedback
- High levels of satisfaction from online students and evidence that the online platform is conducive to learning.

Areas of Concern and Action Plans for Standard III	
Areas of Concern	Action Plans
Precepted clinical site visit evaluations have not been tracked uniformly by graduate areas of concentration.	Graduate faculty will develop a standard evaluation form.
Verification that evaluation policies and procedures for individual student performance are defined and consistently applied.	Randomly check 10% of courses to ensure the grading is consistently applied (example: verify that the grade on the paper/exam is consistent with the grade on CourseWeb).

## Standard IV

### Program Effectiveness: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

#### IV-A. A systematic process is used to determine program effectiveness.

*Elaboration: The program uses a systematic process to obtain relevant data to determine program effectiveness. The process:*

- *is written, ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

#### Program Response:

The University of Pittsburgh's commitment to excellence in instruction requires a comparable commitment to a culture of assessment through which we continually evaluate the success of our educational programs and feed the results of those assessments back into our academic planning processes. The University of Pittsburgh and its academic components are committed to a culture of review, assessment, and evaluation, which was the focus of the University's 2012 Middle States self-study. In addition, the University undertakes extensive compilation and application of institutional and unit-level benchmarking data and analyses along with documentation of student learning outcomes and evaluation of student satisfaction.

The School of Nursing has a variety of mechanisms in place to ensure that we regularly collect and analyze aggregate student outcome data. We review and modify our strategic plan, which includes student outcomes, annually. Each year data are collected to evaluate progress related that year's strategies and the plan is modified based on the data. The primary responsibility for review and revision of this plan is undertaken by the Planning and Budgeting committee, a required University committee made up of faculty, staff, and students. In addition, The School's Evaluation Steering Committee monitors student outcomes to ensure all CCNE standards are met or exceeded and monitors improvement efforts when benchmarks are not achieved. This committee meets monthly, reviews aggregate outcome data and reports back to the relevant council(s) and/or standing committees. Undergraduate and graduate faculty members of the Evaluation Steering Committee serve as chairpersons of the BSN, MSN and DNP evaluation/quality improvement subgroups that work directly with their respective Councils.

These subgroups meet as needed through the year to consider evaluation and quality improvement issues. An agenda item is always placed on the monthly council meeting agendas to ensure discussion time for evaluation items and to reinforce the concept of evaluation as a consistent and important quality improvement process. In May of each year the groups complete an annual quality improvement reports (QIR). The groups bring together data sources relevant to evaluation (end of program evaluations, preceptor information, and individual student information regarding comprehensive exams and certification) and quality improvement. Data are compared to benchmarks and a quality improvement initiative is suggested if necessary. These quality improvement reports are then brought back to the Evaluation Steering Committee, the Councils, Dean's Council, and the Total Faculty Organization. The School's curriculum committees, the BSN Curriculum committee (a subcommittee or the BSN Council) and MSN/DNP Curriculum committee (a subcommittee of the MSN and DNP councils), also play an integral role in the School's QIR processes. These faculty committees review all courses on a regular 3-year rotating basis. These reviews prompt faculty to evaluate the curriculum to ensure that we are preparing students to meet AACN *Essentials* and relevant professional

standards. When standards or *Essentials* are revised, the relevant curriculum committee crosswalks the curriculum to identify any deficits that need to be addressed through QIR efforts. The School's Admission, Progress and Graduation (APG) Committee oversees the administration of the comprehensive examination for BSN to DNP students and monitors the outcome.

In our last report, we identified that one of the outcomes that we do not routinely assess is the extent to which our alumni report being satisfied with their educational experience in the DNP program. This information has been added to the alumni survey. 100% of respondents (n=7) reported being very satisfied or extremely satisfied with their educational experience at the University of Pittsburgh School of Nursing. We have also revised the process for data analysis and the Quality Improvement Report template, to include specific, measureable outcomes, data sources, and benchmarks. The new QIR template will be implemented in 2014 and can be found in Appendix 14.

Table 17 below summarizes the outcomes, data collection and analysis process, and benchmarks (actual outcomes and achievement of benchmarks will be discussed in Key Element IV-H) for the DNP program.

**TABLE 17. DNP Program Outcomes, Data Collection, and Benchmarks.**

Data	Method	Persons Responsible	Expected Outcomes Benchmarks	Actual Outcomes	Benchmark Achieved
DNP Progression	Faculty in majors and areas of concentration (AROC) monitor during regular faculty meetings	Major/AROC coordinators	95% of admitted students progress in course work. Delays are explained by approved leave of absence or extenuating circumstances		
Achievement of DNP Essential Competencies	Circular crosswalk to confirm content covered in curriculum	MSN/DNP curriculum committee	100 % of the DNP Essentials will be reflected in required DNP courses		
	Capstone project and portfolio	Major/AROC Coordinators DNP Council	80% of completed capstone projects/ portfolios will reflect achieve of relevant DNP essentials		
	Academic Records	Student Services	100% of students will pass all required DNP courses		
Achievement of specialty competencies as relevant	Circular crosswalk to confirm content covered in curriculum	MSN/DNP curriculum committee Major/AROC Coordinators	100% of the relevant specialty competencies will be reflected in required DNP courses		
	Academic records	Student Services	100% of students will pass all required DNP courses		
Effectiveness of clinical experiences in meeting program objectives/competencies	Faculty and student evaluations of clinical sites	Major/AROC Coordinators and Faculty	>90% of clinical sites will be rated as effective		
	End of Program Survey Student				

Data	Method	Persons Responsible	Expected Outcomes Benchmarks	Actual Outcomes	Benchmark Achieved
	evaluations of preceptors  Preceptor evaluations of students		>90% of students will be rated positively by preceptors		
BSN to DNP Comprehensive Examination Pass Rates	APG Committee	Major/AROC Coordinators  DNP Council	90% 1st time pass rates; 100% on 2nd attempt		
Student Satisfaction	End of Program Survey  DNP Quality Improvement Report (QIR)	CRE - prepares, administers and analyses this electronic survey  Major/AROC Coordinators  DNP Council	80% of students satisfied with the program		
DNP Graduation rates	Student Services	APG Committee  DNP Council	95% will graduate within the 10 year statute of limitations		
Profession Certification Examination Pass Rates	DNP Quality Improvement Report (QIR)	Evaluation and Steering Committee	100% pass rate		
Employment Rates	Alumni Survey	Director of Alumni Relations and Development	95% of graduates are employed		
Alumni Satisfaction	Alumni survey	Director of Alumni Relations and Development  DNP Council	90% of alumni are satisfied or very satisfied with their education 6 months to 3 years post graduation		
Alumni Achievements	Alumni Survey	DNP Council	80% will have published their capstone project 90% will have presented at a local, regional or national meeting 80% will have mentored DNP students 90% will be active in professional		

Data	Method	Persons Responsible	Expected Outcomes Benchmarks	Actual Outcomes	Benchmark Achieved
			organizations		
Increase the proportion of full-time BSN to DNP students	Student Services Major/AROC Coordinators	Assistant Dean for Student Services	50% of BSN to DNP students will be enrolled full-time.		
Student Achievement of School of Nursing Learning Outcomes	Student Learning Outcomes reports	Administrative Coordinator and Program Evaluator	90% of students will meet School of Nursing established outcomes in writing (By the end of the program 80% of students must achieve a rating of Exceptionally Met on the assessment rubric) and global health (Students are expected to achieve a score of 80% or better on the end-of-program pre-assessment to meet program standards.)		
Ensure equivalency between onsite and online programs			The online and onsite Nurse Practitioner, CNS, and Administration programs will be equivalent in terms of curriculum, course requirements, student achievement, and student satisfaction		
Ensure outcomes for BSN-DNP and MSN-DNP students are equivalent			BSN-DNP and MSN-DNP students will be equivalent in terms of curriculum, course requirements, student achievement, and student satisfaction		

#### IV-B. Program completion rates demonstrate program effectiveness.

*Elaboration: The program demonstrates achievement of required program outcomes regarding completion. For each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program:*

- The completion rate for each of the three most recent calendar years is provided.
- The program specifies the entry point and defines the time period to completion.
- The program describes the formula it uses to calculate the completion rate.
- The completion rate for the most recent calendar year is 70% or higher. However, if the completion rate for the most recent calendar year is less than 70%, (1) the completion rate is 70% or higher when the annual completion rates for the three most recent calendar years are averaged or (2) the completion rate is 70% or higher when excluding students who have



*identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*

*A program with a completion rate less than 70% for the most recent calendar year provides a written explanation/analysis with documentation for the variance.*

*This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.*

**Program Response:**

According to According to Policy 208, *“Requirements for doctoral programs must be fulfilled within a period of ten (10) consecutive calendar years from the student's initial registration for graduate study; or, for those students holding a master's degree, within a period of eight consecutive calendar years from the first term of enrollment for credits that count for the doctoral degree after admission to degree-seeking status.”*

Since we admitted our first DNP students in August 2006, we do not have any students that are at risk of not completing the program. We would expect BSN-DNP students who initially registered in 2006 to complete by 2016. Accordingly, we would expect MSN-DNP students who initially registered in 2006 to complete their program by 2014. A summary of Enrollment and Graduation Data for the last 3 calendar years can be found in Table 18 below.

TABLE 18. Summary of Enrollment/Graduation Data.

DOCTOR OF NURSING PRACTICE (identify all tracks offered and indicate post-baccalaureate or post-master's)	NUMBER OF STUDENTS ENROLLED (2011-2012)			NUMBER OF GRADUATES (2010-2011)		NUMBER OF STUDENTS ENROLLED (2012-2013)			NUMBER OF GRADUATES (2011-2012)		NUMBER OF STUDENTS ENROLLED (2013-2014)			NUMBER OF GRADUATES (2012-2013)	
	BSN-DNP	MSN-DNP		BSN-DNP	MSN-DNP	BSN-DNP	MSN-DNP		BSN-DNP	MSN-DNP	BSN-DNP	MSN-DNP		BSN-DNP	MSN-DNP
		Onsite	Online				Onsite	Online				Onsite	Online		
Clinical Nurse Specialist - Adult Med/Surgery	1	6	5		2	1	7	10			4	3	11	1	3
Clinical Nurse Specialist - Psychiatric Mental Health		1					2								1
Nursing Administration	0	10	22		5		10	31		2	1	6	22		10
Acute Care Nurse Practitioner	6	2	3	1	2	14	4	3	3	0	4	2	6		1
Adult Nurse Practitioner	1	2	4			3	2	2			4		2		2
Adult-Gerontology Primary Care Nurse Practitioner											29				

DOCTOR OF NURSING PRACTICE	NUMBER OF STUDENTS ENROLLED (2011-2012)			NUMBER OF GRADUATES (2010-		NUMBER OF STUDENTS ENROLLED (2012-2013)			NUMBER OF GRADUATES (2011-		NUMBER OF STUDENTS ENROLLED (2013-2014)			NUMBER OF GRADUATES (2012-	
	BSN-DNP	MSN-DNP		BSN-DNP	MSN-DNP	BSN-DNP	MSN-DNP		BSN-DNP	MSN-DNP	BSN-DNP	MSN-DNP		BSN-DNP	MSN-DNP
		Onsite	Online				Onsite	Online				Onsite	Online		
Family Nurse Practitioner	2	2	4		1	10	7	9		1	32	3	10		1
Neonatal Nurse Practitioner		1	1					1		1			1		
Pediatric Primary Care Nurse Practitioner	3	2	2			5	0	3		1	12		4		
Nurse Anesthesia)		1	3				1	5					5		1
Psychiatric Mental Health Nurse Practitioner											2	1			
Totals:	13	27	44	1	10	33	33	64	3	5	88	15	61	1	19

#### IV-C. Licensure and certification pass rates demonstrate program effectiveness.

*Elaboration: The pre-licensure program demonstrates achievement of required program outcomes regarding licensure.*

- *The NCLEX-RN® pass rate for each campus/site and track is provided for each of the three most recent calendar years.*
- *The NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year. However, if the NCLEX-RN® pass rate for any campus/site and track is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that campus/site or track is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

*A campus/site or track with an NCLEX-RN® pass rate of less than 80% for first-time takers for the most recent calendar year provides a written explanation/analysis with documentation for the variance and a plan to meet the 80% NCLEX-RN® pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, data relative to specific campuses/sites or tracks, and data on repeat takers.*

*The graduate program demonstrates achievement of required program outcomes regarding certification. Certification results are obtained and reported in the aggregate for those graduates taking each examination, even when national certification is not required to practice in a particular state.*

- *Data are provided regarding the number of graduates and the number of graduates taking each certification examination.*
- *The certification pass rate for each examination for which the program prepares graduates is provided for each of the three most recent calendar years.*
- *The certification pass rate for each examination is 80% or higher for first-time takers for the most recent calendar year. However, if the pass rate for any certification examination is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that certification examination is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

*A program with a pass rate of less than 80% for any certification examination for the most recent calendar year provides a written explanation/analysis for the variance and a plan to meet the 80% certification pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, and data on repeat takers.*

*This key element is not applicable to a new degree or certificate program that does not yet have individuals who have taken licensure or certification examinations.*

#### Program Response:

All of our programs have demonstrated certification pass rates of >80% for the past 3 years (see Table 19). The three acute care nurse practitioner students will take their certification exam in the Spring of 2014. The program has not had any additional students during the previous 3 years. There are

currently 3 students enrolled in the ACNP certificate program, who will be taking the certification exam in the spring of 2014.

TABLE 19. Licensure and Certification Pass Rates for BSN-DNP graduates.

Year	Certification Organization	Certification Exam (by specialty area)	# Students Taking Exam	Certification Pass Rate
1/1/2010-12/31/2010	ANCC	Acute Care Nurse Practitioner	12	83.33
	ANCC	Adult Nurse Practitioner	*	*
	ANCC	Adult Psychiatric and Mental Health Nurse Practitioner	4	100
		Clinical Nurse Leader		
	ANCC	Clinical Nurse Specialist in Adult Health	*	*
	ANCC	Family Nurse Practitioner	2	100
		Nurse Anesthetist		
		Pediatric Nurse Practitioner		
1/1/2011-12/31/2011	ANCC	Acute Care Nurse Practitioner	7	85.71
		Adult Nurse Practitioner		
	ANCC	Adult Psychiatric and Mental Health Nurse Practitioner	4	100
		Clinical Nurse Leader		
		Clinical Nurse Specialist in Adult Health		
	ANCC	Family Nurse Practitioner	2	100
	AANPCP	Family Nurse Practitioner	21	100
		Nurse Anesthetist		
		Pediatric Nurse Practitioner		
1/1/2012-12/31/2012	ANCC	Acute Care Nurse Practitioner	20	100
		Adult Nurse Practitioner		
	ANCC	Adult Psychiatric and Mental Health Nurse Practitioner	4	100
	ANCC	Clinical Nurse Leader	4	100
	ANCC	Clinical Nurse Specialist in Adult Health	2	100
	ANCC	Family Nurse Practitioner	4	100
	ANCC	Nurse Anesthetist	44	98
		Pediatric Nurse Practitioner		

#### IV-D. Employment rates demonstrate program effectiveness.

*Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.*

- *The employment rate is collected separately for each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program.*
- *Data are collected within 12 months of program completion. For example, employment data may be collected at the time of program completion or at any time within 12 months of program completion.*

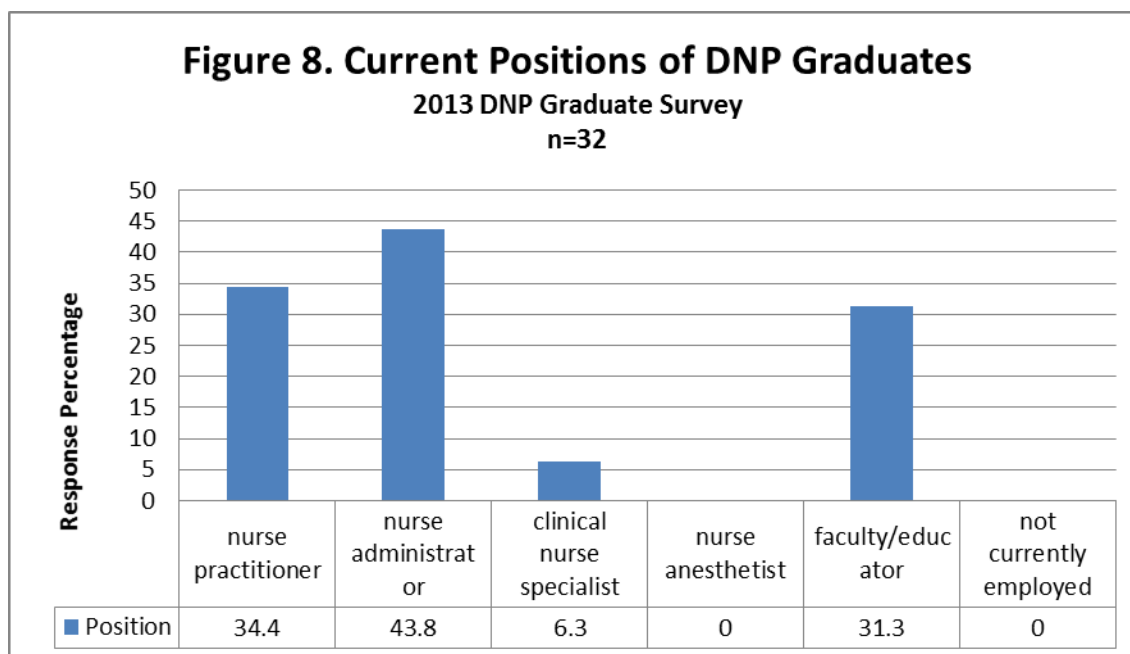
- The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.

Any program with an employment rate less than 70% provides a written explanation/analysis with documentation for the variance.

This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.

**Program Response:**

100% of DNP graduates who replied to the DNP Graduate Survey (n=32) reported being employed. The types of positions our graduates hold are displayed in Figure 8. Specific employment information can be found in Appendix 15.



**IV-E. Program outcomes demonstrate program effectiveness.**

*Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure and certification pass rates (Key Element IV-C), and employment rates (Key Element IV-D); and those related to faculty (Key Element IV-F).*

*Program outcomes are defined by the program and incorporate expected levels of achievement. Program outcomes are appropriate and relevant to the degree and certificate programs offered and may include (but are not limited to) student learning outcomes; student and alumni achievement; and student, alumni, and employer satisfaction data.*

*Analysis of the data demonstrates that, in the aggregate, the program is achieving its outcomes. Any program with outcomes lower than expected provides a written explanation/analysis for the variance.*

**Program Response:**

**Student Outcomes**

Our DNP students achieve great success in the classroom. The average cumulated GPA for our onsite students is 3.81 and the average cumulated GPA for our online students is 3.93. Over 90% of the grades earned are A's and better in core courses across all programs (detailed student achievement

data available in Key Element IV-H). In addition, many of our DNP students complete the program well within the 10 (or 8 year) requirement, as demonstrated below.

Proportion who have completed their DNP within 3 years (enrolled in  $\leq 9$  terms)

	# graduates	# graduates within 3 years	%
post BSN	6	4	67%
post MSN	45	21	47%
onsite	34	10	29%
online	11	11	100%
	51	25	

### Alumni Achievement

#### Involvement in Professional Organizations

Thirty-two percent of respondents to the DNP Graduate Survey reported a change in their involvement in professional organizations upon completion of their DNP. Several graduates reported serving on national boards and committees and hold various leadership roles. 100% of graduates who responded to the survey reported belonging to at least one professional organization. Eighty-four percent of alumni belong to 2 or more professional organizations. Forty-four percent hold an elected or appointed position in their professional organization.

#### Publications

Ninety-one percent of DNP graduates report that their capstone project has resulted in publication, or are in the process of publication (submitted/accepted/under review). In addition, six DNP graduates (30%) were able to publish multiple papers from their capstone work. Our DNP graduates have also published in additional areas. Eight (25%) DNP graduates who responded to the survey, reported publishing articles related to work outside their capstone. Almost 75% (25 graduates) have presented their capstone projects outside of the University of Pittsburgh School of Nursing. The presentations have been local, regional, national, and international. See Appendix 16 for descriptions of the presentations. In addition, 56% of respondents have given presentations other than their capstones.

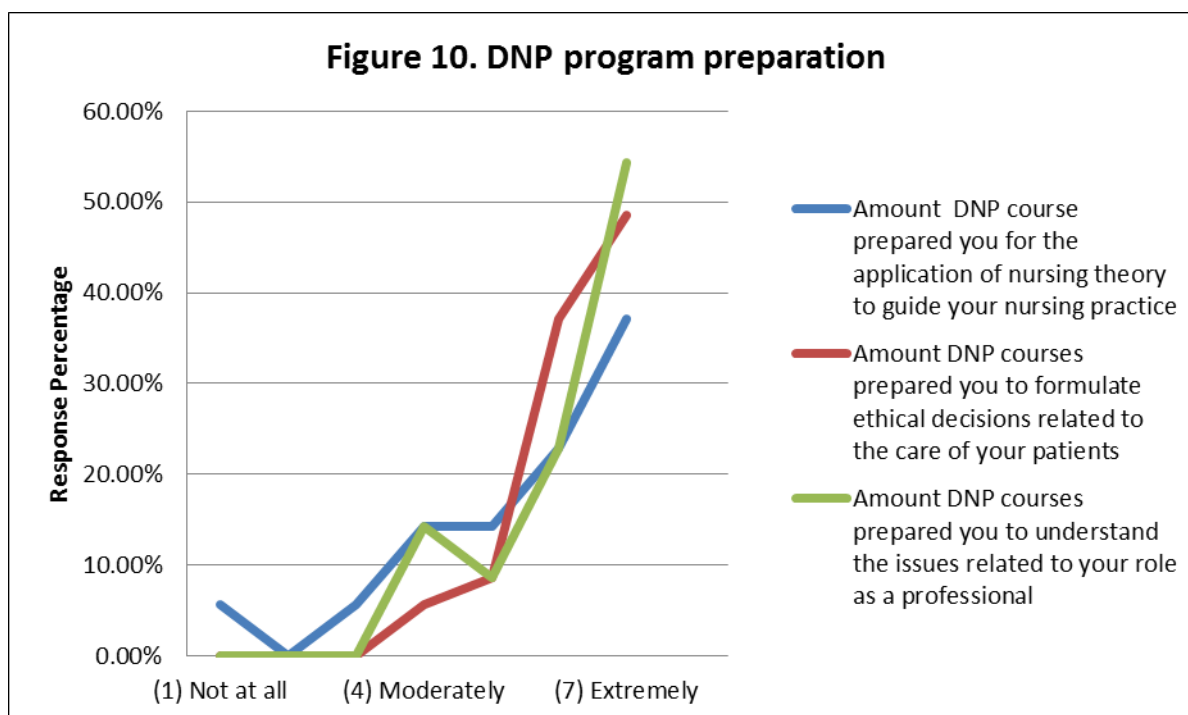
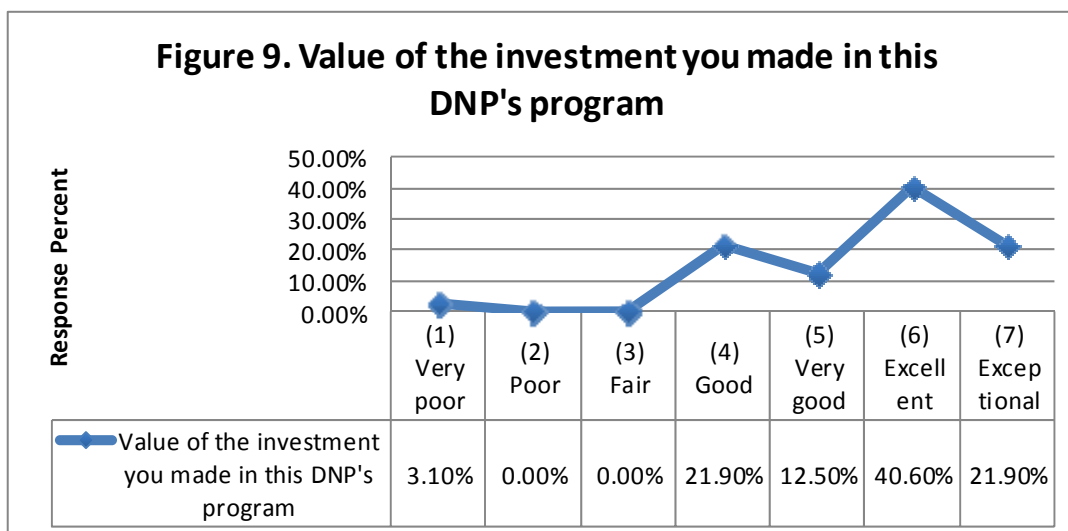
#### Mentorship

In addition to scholarly excellence, our DNP graduates have contributed to the DNP education by mentoring DNP students. Thirteen graduates (38%) have stated that they have mentored DNP students post-graduation.

#### Satisfaction

As reported in Key Element III-H, 100% of 2012 DNP graduates reported being very satisfied or extremely satisfied with their educational experience at the University of Pittsburgh School of Nursing 6 months out. In addition, approximately 97% of DNP graduates rate the value of their investment in the DNP program as good, very good, excellent, or exceptional (Figure 12). Graduates were also asked to describe the extent to which the DNP program prepared them for nursing practice. One hundred percent of respondents felt that the program at least moderately prepare them to formulate ethical decisions related to the care of their patients and understand the issues related to their role as a professional. The majority of students felt extremely prepared (Figure 13).

FIGURES 9 and 10. DNP End of Program Survey Results



IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.

*Elaboration: The program demonstrates achievement of expected faculty outcomes. Expected faculty outcomes:*

- are identified for the faculty as a group;
- incorporate expected levels of achievement;
- reflect expectations of faculty in their roles and evaluation of faculty performance;
- are consistent with and contribute to achievement of the program's mission and goals; and
- are congruent with institution and program expectations.



*Actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes.*

**Program Response:**

Aggregate faculty outcomes are consistent with and contribute to the program's mission, goals, and expected student outcomes. Faculty contributions are summarized in each year's annual report, which is available in the Resource Room. The projected faculty outcomes are:

- Faculty commitment to excellence in teaching, research and service
- School commitment to remain in the top ten graduate programs in schools of nursing nationally as ranked by U.S. News and World Report
- School commitment to remain in the top ten schools in research as measured by funding received from the National Institutes of Health
- 100% of full-time faculty are doctorally prepared
- All faculty teaching advance practice clinical courses will be nationally certified and maintain a clinical practice in their area of specialization

The success of the aggregate efforts of the faculty are evidenced by the School maintaining its status as a leading research school of nursing, continued high *U.S. News and World Report's* ranking in graduate education, our high certification pass rates, and the increasing proportion of our faculty selected as Fellows in the American Academy of Nursing (FAAN) and other specialty organizations. In 2013, the School advanced from 5<sup>th</sup> to 3<sup>rd</sup> in National Institutes of Health research dollars awarded. In 2012 we retained our overall ranking of seventh, tied with Duke University, Oregon Health & Sciences University and Yale University. In January 2013, the University of Pittsburgh School of Nursing was ranked 9th Overall in *U.S. News & World Report's* 2013 edition of Best Online Programs rankings. This is just the second year U.S. News and World Report has ranked online programs and the first year the University of Pittsburgh was ranked. Our nurse anesthesia AROC was ranked third (up from fifth in 2007), our pediatric primary care nurse practitioner AROC was ranked fourth (up from sixth in 2007) and adult nurse practitioner AROC was ranked sixth (up from ninth in 2007). In 2012-2013, the specialty certification pass rates for our graduate programs was 100% The proportion of our full-time nursing faculty who are FAANs increased from 20% in 2009 to 28% in 2012. In addition, faculty are fellows in other specialty organizations, (e.g., Hravnak, FCCM, Magdic, FAANP, Rosenzweig, FAONP, Burke, FAHA, and Constantino, FACFE). Faculty are regularly recognized at the highest level of achievement as educators scholars, and researchers, e.g., Chancellor's Teaching Award (O'Donnell, 2011), the BlackBoard Learn Exemplary Course Award (Dudjak, 2013), and the Sigma Theta Tau International Evidence-Based Practice Award (Mitchell and Puskar, 2013). A complete listing of faculty awards, scholarly achievement, and service can be found in Table 21 below Currently, 56% of full-time faculty have active, funded research projects (50 out of 90). Eighteen full-time faculty (205) serve as Principal Investigator. Currently 96% of our full-time faculty are doctorally prepared. Those who are not are enrolled in either a DNP or PhD program with clearly communicated expectations that they will complete the program within a defined period of time. Only two faculty teaching clinical courses in our advanced practice areas of concentration are not nationally certified. Both teach in clinical nurse specialist areas of concentration where national certification has not been a requirement for practice in Pennsylvania. One of those individuals is currently preparing to take the certification examination. Our NP faculty meet National Task Force on Quality Nurse Practitioner Education criteria (Appendix 6). Time for faculty practice is built into our workload formula.

The following table summarizes the analysis of faculty achievement of expected outcomes:

**TABLE 20. Evaluation of Faculty Outcomes**

Expected Faculty Outcome	Data Source(s)	Analysis
Faculty commitment to excellence in teaching, research and service	Faculty Vitas Awards/Distinctions (Table 19) Student Evaluations (Figure 14)	Analysis of the faculty vitas show high levels of scholarship (publications), research activity, and community service. Faculty are regularly recognized at the

Expected Faculty Outcome	Data Source(s)	Analysis
		highest level of achievement as educators. Analysis of the most recent student evaluations show that faculty consistently receive high ratings in the areas of instructional effectiveness. At least 75% of students rate their instructor's effectiveness "to a considerable" or "very high" degree.
School commitment to remain in the top ten graduate programs in schools of nursing nationally as ranked by U.S. News and World Report	U.S. News and World Report National Rankings for Graduate Programs, 2011	<u>Rankings:</u> Overall: #7 <u>Areas of Concentration:</u> Anesthesia: #3 Nurse Practitioner, Pediatric: #4 Nurse Practitioner, Adult: #6 CNS Psych/Mental Health: #6 Administration: #9 Nurse Practitioner, Family: #14
All faculty teaching advanced practice clinical courses will be nationally certified and maintain a clinical practice in their area of specialization	Appendix 17 Faculty Vitas NTF Criteria Worksheet	See Appendix 17 for Listing of Faculty Certification and Licensure. See Appendix 6 (NTF Worksheet for additional information regarding faculty certification and qualifications to teach in the Nurse Practitioner programs)
100% of faculty will be doctorally prepared	Faculty Vitas Faculty records	Analysis of faculty records and vitas shows that 85/89 full-time faculty are doctorally prepared (96%). As indicated, the other 2 are in the process of completing their doctoral programs

Table 21. Faculty Achievement 2012-2013

Type	Faculty	Description
Grant (Pitt)	Brenda Cassidy	School of Nursing Distinguished Clinical Scholar award for grant application
Grant (Pitt)	Linda Dudjak	Awarded grant by University of Pittsburgh Health Policy Institute
Grant (Pitt)	Betty Braxter	Awarded grant by CRE Pilot Program
Grant (Pitt)	Sandra Founds	Awarded grant by CRE Pilot Program
Grant (Pitt)	Lorraine Novosel	Awarded grant by CRE Pilot Program
Grant (Pitt)	Chao Hsing Yeh	Funded by University of Pittsburgh Institute on Aging
Grant (Pitt)	Peg Rosenzweig	Selected 2013 recipient of University of Pittsburgh Center for Health Equity Faculty & Community Mini-Grant Award
Grant (Pitt)	Jackie Simon	Selected 2013 recipient of University of Pittsburgh Center for Health Equity Faculty & Community Mini-Grant Award
Grant (External)	Cynthia Danford	Awarded grant by American Nurses Foundation and the Virginia S. Cleland Scholar Grant
Grant (External)	Alice Jane Haines	Awarded Nursing, Health Science and Allied Health Research Grant from the International Society of Heart and Lung Transplantation

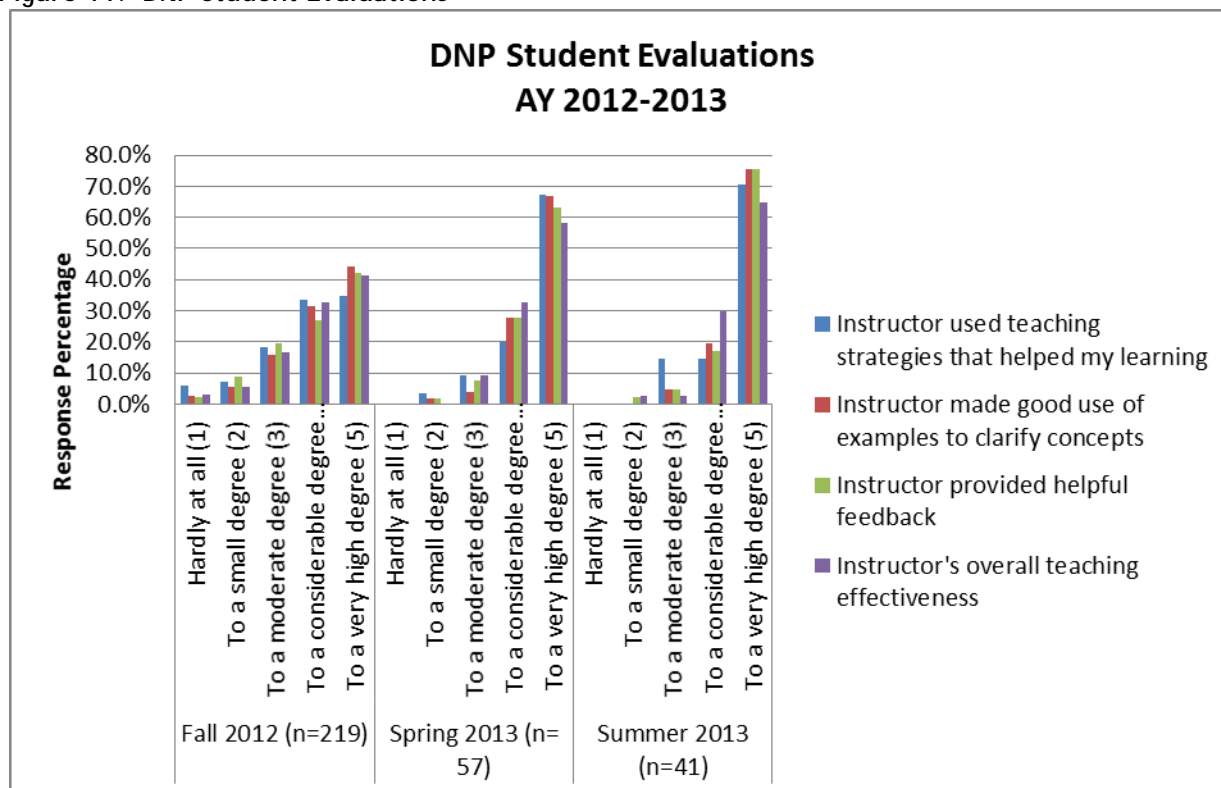
Type	Faculty	Description
Grant (External)	Alice Blazek	Co-I to Jane Haines, Awarded Nursing, Health Science and Allied Health Research Grant from the International Society of Heart and Lung Transplantation
Grant (External)	Chao Hsing Yeh	Grant funded by American Cancer Society
Grant (External)	Heidi Donovan	2013 Sigma Theta Tau International/Rosemary Berkel Crisp Research Award
Grant (External)	Lorraine Novosel	Awarded grant from Nurse Practitioner Healthcare Foundation (NPHF)/Astellas Promoting Heart Health Across the Age Span Awards program
Grant (External)	Tonya Rutherford-Hemming	Awarded grant from Nurse Practitioner Healthcare Foundation (NPHF)/Astellas Promoting Heart Health Across the Age Span Awards program
Grant (Government)	Sandra Founds	Awarded R03 grant from NINR
Grant (Government)	Yvette Conley	Awarded R01 from NINR
Grant (Government)	Judy Erlen	Received funding from US Dept. of Education for GAANN Fellowship Program in Preparing Nurse Educators
Grant (Government)	Kathy Puskar	Funded by HRSA
Grant (Government)	Ann Mitchell	Funded by HRSA
Grant (Government)	Marilyn Hravnak	Awarded R01 from NINR
Grant (Government)	Heidi Donovan	Awarded R01 from NINR
Grant (Government)	Paula Sherwood	Awarded R01 from NINR
Grant (Government)	Julius Kitutu	Received award from HRSA for Advanced Education Nursing Traineeship program
Award (Pitt)	Irene Kane	Received Cameos of Caring Nurse Educator Award
Award (Pitt)	Margaret Hannan	Pitt's 2013 Cameos of Caring Nurse Educator Award
Award (Pitt)	Susan Albrecht	Selected by Pitt Alumni Association as recipient of 2012 Bill Baierl Distinguished Alumni Service Award
Award (Pitt)	Elizabeth LaRue	SON NETT (Nursing Excellence in Teaching and Technology) Award
Award (Pitt)	Becky Faett	Awarded Provost's 2013 Innovation in Education Award
Award (Pitt)	Susan Albrecht	Received Leo Czarnecki Award for outstanding team work Enthusiasm and Effort on behalf of University of Pittsburgh Athletic Program
Award (External)	Brenda Cassidy	Received 2013 American Academy of Nurse Practitioners Advocate State Award for Excellence
Award (External)	Mijung Park	Awarded grant by Aging Institute of UPMC Senior Services
Award (External)	Judy Erlen	Named one of the 20 most Influential Members of ENRS at ENRS 25th Anniversary Celebration
Award (External)	Ann Mitchell	Awarded 2013 Sigma Theta Tau International Evidence Based Practice Award for work on SBIRT

Type	Faculty	Description
Award (External)	Kathy Puskar	Awarded 2013 Sigma Theta Tau International Evidence Based Practice Award for work on SBIRT
Award (External)	Jennifer Lingler	Received Junior Faculty Award, Honorable Mention at Institute for Aging's Annual Research Day for poster
Award (External)	Peg Rosenzweig	Awarded Nurse Educator Award by PA Nightingale of Pennsylvania
Award (External)	Kathy Puskar	Awarded Best Veteran Paper published in Journal of Military and Veterans' Health
Award (External)	Linda Garand	Appointed recipient of Springer Award in Geriatric/Gerontologyntologic Nursing for an article
Award (External)	Cathy Bender	Named by CNAThrive.com as #8 in Top 75 Nursing Professors You Would Be Lucky to Have Teach Your Classes
Award (External)	Peg Rosenzweig	Selected finalist for Nightingale of Pennsylvania awards
Award (External)	Heidi Donovan	Selected finalist for Nightingale of Pennsylvania awards
Committee (External)	Sheila Alexander	Elected President for the International Society of Nurses in Genetics (ISONG).
Committee (External)	Kathy Magdic	Selected as Vice Chair of newly formed American Nurses Credentialing Center's Appointments Committee
Committee (External)	Denise Charron-Prochownik	Chair of American Diabetes Association's newly created committee 'Women in Diabetes'
Committee (External)	Rick Henker	Named Chair of the Health Volunteers Overseas (HVO) steering committee at the American Association of Nurse Anesthetists' Annual Meeting
Committee (Government)	Elizabeth Schlenk	Invited to present research to NIH Eighth Annual Pain Consortium Symposium, 5/13
Committee (Government)	Paula Sherwood	Appointed by NIH as member of Nursing and Related Clinical Sciences Study Section, Center for Scientific Review
Committee (Government)	Brenda Cassidy	Selected to represent NAPNAP National Assoc. of Pediatric Nurse Practitioners on the US Preventative Service Task Force
SON Rank	Val Swigart	Promoted to Professor
SON Rank	Rose Hoffman	Promoted to Associate Professor
SON Rank	John O'Donnell	Promoted to Professor
SON Rank	Yvette Conley	Promoted to Professor
SON Rank	Eileen Chasens	Promoted to Associate Professor
SON Rank	Judy Matthews	Promoted to Research Associate Professor
SON Defense	Laura Palmer	Defended doctoral dissertation
SON Defense	Weiwen Wang	Defended doctoral dissertation
SON Defense	Becky Faett	Defended doctoral dissertation
SON Defense	Gretchen Zewe	Defended doctoral dissertation
SON Defense	Patricia Tuite	Defended doctoral dissertation
SON Defense	Jake Dechant	Defended doctoral dissertation
SON Defense	Jane Haines	Defended Capstone Project

Type	Faculty	Description
	Patricia Tuite	Passed Clinical Nurse Specialist certification exam
	Michael Beach	Volunteering for Pittsburgh Vintage Grand Prix first aid

5

Figure 11. DNP Student Evaluations



IV-G. The program defines and reviews formal complaints according to established policies.

*Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.*

#### Program Response:

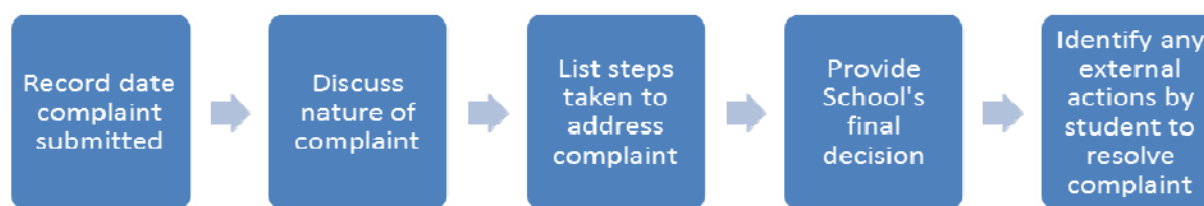
A formal complaint is defined as any signed, written claim brought by a student alleging discriminatory, improper, or arbitrary treatment as outlined in the school's administrative Policy 424 available on the school's website. Formal complaints involving a university policy must follow the official procedure which includes, but is not limited to: University of Pittsburgh Policy 07-07-04 (Sexual Harassment); University of Pittsburgh Policy 07-01-03 (Nondiscrimination, Equal Opportunity, and Affirmative Action); and University of Pittsburgh Policy 02-03-02, (Guidelines on Academic Integrity - Student and Faculty Obligations and Hearing Procedures).

Formal complaints involving an issue of academic integrity fall under the school's Academic Policy 307, Academic Integrity: Student Obligations, and Policy 306, Academic Integrity: Faculty Obligations. Documentation of complaints and their disposition are logged in a database and maintained as confidential and retained in the office of the dean. The log includes the date the complaint was first formally submitted, the nature of the complaint, the steps taken to resolve the complaint, the school's final decision regarding the complaint, and any other external actions initiated by the student to resolve the complaint. Complaints are handled by the associate dean for clinical education. The school

considers the circumstances of each incident and consults with the University's legal counsel on any matters warranting such advice. Documentation of the process for formal complaints is illustrated in Figure 12.

Records of formal complaints which are brought to the level of the associate dean for clinical education are kept in the Office of the Dean and information from complaints and grievances are used where appropriate to improve program performance. Relevant information is shared with department chairs, faculty and staff who are charged with review of the issue and identifying quality improvement activities as appropriate. There have not been any formal complaints from or against DNP students. If academic integrity issues were to arise, they would be resolved by following under the school's Academic Policy 307, Academic Integrity: Student Obligations, and Policy 306, Academic Integrity: Faculty Obligations. Resolution would come about either through adjudication before the Academic Integrity Hearing Board or by direct intervention of the associate dean. If there were formal complaints related to sexual harassment or discrimination, the appropriate University policy would be followed.

FIGURE 12. Process for documentation of formal complaints



#### IV-H. Data analysis is used to foster ongoing program improvement.

*Elaboration: The program uses outcome data for improvement. Data regarding completion, licensure, certification, and employment rates; other program outcomes; and formal complaints are used as indicated to foster program improvement.*

- *Data regarding actual outcomes are compared to expected outcomes.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

#### Program Response:

A comparison of expected and actual outcomes is presented in Table 22 below. Any area in which the benchmark was not achieved will be addressed in the subsequent GAP/quality improvement analysis. Benchmarks were achieved for the following outcome data: DNP progression, capstone completion, achievement of DNP essentials, achievement of specialty competencies, examination/certification pass rates, student satisfaction, employment rates, equivalency between online and onsite programs, and equivalent outcomes for BSN-DNP and MSN-DNP students.

The DNP program evaluation is guided by the Evaluation Plan for QI, data are collected from a variety of sources and reviewed by the DNP Council. The evaluation subgroup facilitates the QI process by assembling and reviewing relevant data, evaluating the data, presenting recommendations and proposing appropriate actions for ongoing program improvement. Data will be compared to previous data and benchmarks set by the School Of Nursing, University, and/or professional standards. QI initiatives will be identified as suggested by the DNP data. The Evaluation Committee is a standing agenda item for DNP council in order to ensure discussion of evaluation and reinforce the concept of evaluation as a consistent and important QI process. Program reports will be organized into the four majors - clinical nurse specialist, nurse practitioner, nurse administration and nurse anesthesia. DNP

program reports are available in the Resource Room. Data sources for monitoring the DNP program are presented in Table 22 below.

TABLE 22: DNP Outcomes, Benchmarks, and Analysis

Data	Method	Persons Responsible	Expected Outcomes Benchmarks	Actual Outcomes	Benchmark Achieved
DNP Progression	Faculty in majors and areas of concentration (AROC) monitor during regular faculty meetings	Major/AROC Coordinators	95% of admitted students progress in course work. Delays are explained by approved leave of absence or extenuating circumstances	100%	Yes
Achievement of DNP Essential Competencies	Circular crosswalk to confirm content covered in curriculum	DNP curriculum committee	100 % of the DNP Essentials will be reflected in required DNP courses	100%	Yes
	Capstone project and portfolio	Major/AROC Coordinators  DNP Council	80% of completed capstone projects/ portfolios will reflect achieve of relevant DNP essentials	100% (Portfolios)	Yes
	Academic Records	Student Services	100% of students will pass all required DNP courses	100%	Yes
Achievement of specialty competencies as relevant	Circular crosswalk to confirm content covered in curriculum	MSN/DNP curriculum committee  Major/AROC Coordinators	100% of the relevant specialty competencies will be reflected in required DNP courses	100%	Yes
	Academic records	Student Services	100% of students will pass all required DNP courses	100%	Yes
Effectiveness of clinical experiences in meeting program objectives/competencies	Faculty and student evaluations of clinical sites  End of Program Survey	Major/AROC Coordinators and Faculty	>90% of clinical sites will be rated as effective	91%	Yes

Data	Method	Persons Responsible	Expected Outcomes Benchmarks	Actual Outcomes	Benchmark Achieved
	Student evaluations of preceptors  Preceptor evaluations of students		>90% of students will be rated positively by preceptors		
BSN to DNP Comprehensive Examination Pass Rates	APG Committee	Major/AROC Coordinators  DNP Council	90% 1st time pass rates; 100% on 2nd Attempt	100%	Yes
Student Satisfaction	End of Program Survey  DNP Quality Improvement Report (QIR)	CRE - prepares, administers and analyses this electronic survey  Major/AROC Coordinators  DNP Council	80% of students satisfied with the program	93.7% reported that the program met their expectations	Yes
DNP Graduation rates	Student Services	APG Committee  DNP Council	95% will graduate within the 10 year statute of limitations	First DNP student enrolled in 2006	Not measurable until 2014
Profession Certification Examination Pass Rates	DNP Quality Improvement Report (QIR)	Evaluation and Steering Committee	100% pass rate	100%	Yes
Employment Rates	Alumni Survey	Director of Alumni Relations and Development	95% of graduates are employed	100%	Yes
Alumni Satisfaction	Alumni survey	Director of Alumni Relations and Development  DNP Council	90% of alumni are satisfied or very satisfied with their education one to 3 years post graduation	6 months: 100% (8/8) reported very satisfied or extremely satisfied 3 yrs: 6/7 reported satisfied or very satisfied (86%)	Yes  No
Alumni Achievements	Alumni Survey	DNP Council	80% will have published their capstone project 90% will have presented at a local, regional or	91%  75% presented capstone; 56% other work 38% mentored	Yes  No  No



Data	Method	Persons Responsible	Expected Outcomes Benchmarks	Actual Outcomes	Benchmark Achieved
			national meeting 80% will have mentored DNP students 90% will be active in professional organizations	100%	Yes
Increase the proportion of full-time BSN to DNP students	Student Services  Major/AROC Coordinators	Assistant Dean for Student Services	50% of BSN to DNP students will be enrolled full-time.	2141: 88 (64% FT) 2131: 33 (24% FT) 2121: 13 (52% FT)	Yes
Student Achievement of School of Nursing Learning Outcomes	Student Learning Outcomes reports	Administrative Coordinator and Program Evaluator	90% of students will meet School of Nursing established outcomes in writing (By the end of the program 80% of students must achieve a rating of Exceptionally Met on the assessment rubric) and global health (Students are expected to achieve a score of 80% or better on the end-of-program pre-assessment to meet program standards.)	Due to be assessed in June 2014	N/A
Ensure equivalency between onsite and online programs	Student Services data (STARS)	Associate Dean for Student Services and Associate Director for Evaluation	The online and onsite Nurse Practitioner, CNS, and Administration programs will be 100% equivalent in terms of curriculum, course requirements, student achievement, and student satisfaction	100% congruence/ equivalence (see Tables 23-25)	Yes
Ensure outcomes for BSN-DNP and MSN-DNP students are equivalent	Student Services data (STARS)	Associate Dean for Student Services and Associate Director for Evaluation	BSN-DNP and MSN-DNP students will be 100% equivalent in terms of curriculum, course requirements, student achievement, and	100% congruence/ equivalence (see Tables 18, 28-29)	Yes

Data	Method	Persons Responsible	Expected Outcomes Benchmarks	Actual Outcomes	Benchmark Achieved
			student satisfaction		
Ensure outcomes for different areas of concentrations are equivalent	Student Services data (STARS)	Associate Dean for Student Services and Associate Director for Evaluation	Outcomes for the different areas of concentrations will be 100% equivalent in terms of student achievement (certification pass rates, grades)	100% equivalence (see Table 19, and 26-27)	Yes

#### Faculty engagement in the program improvement process

DNP Faculty are engaged in the program improvement process in many ways. They serve on various councils and committees to examine program quality on a continuous basis, such as DNP council, DNP Curriculum Committee, Evaluation Steering Committee, Planning and Budget Committee, Admission Progression Graduation committee, Bylaws and Policy, and additional ad-hoc committees as needed. Issues that have been brought to attention during the DNP Council meetings are discussed first within the council meeting, and then brought forth to the next appropriate committee. Many of the issues brought forward in DNP council have resulted in quality improvement efforts.

For example, DNP faculty expressed concerns over the DNP capstone guidelines. The issue was first raised at DNP council on (insert date). A sub-committee was formed to research, review, and revise the guidelines. The committee brought forth the proposed revisions to the DNP Council. Voting took place, and the revised guidelines were brought to Dean's Council, and then Total Faculty for approval. The revised guidelines were approved on (insert date) The DNP Council, Dean's Council, and Total Faculty meeting minutes reflect the process of revising the capstone guidelines.

During informal conversations with the deans, faculty have requested presentations and workshops on best-practices in teaching methods, scholarship, and nursing education. As a result, weekly "Faculty Forums" were implemented. The topics of the faculty forums range from teaching strategies to facilitate critical thinking through writing to effective peer review strategies. In addition, a Research Methodology Series has been implemented to expose faculty to various statistical methods and techniques, and the latest trends and innovations in data analysis. A complete list of Faculty Forums and Research Methodology Series topics can be found in Appendices 18 and 19.

As described in Key Element III-H, faculty will be surveyed annually regarding their use of strategies and methods to improve teaching-learning practices in the classroom.

#### Online vs. Onsite, BSN-DNP vs. MSN-DNP, and Area of Concentration comparisons

An in-depth analysis of our online vs. onsite MSN-DNP students was conducted to determine consistency in outcomes achieved. Results indicated that there is very little difference in performance (grades) between online and onsite students. The average cumulated GPA for online students is 3.93; for onsite students, the average cumulated GPA is 3.86. Accordingly, there is little difference in cumulated GPA between programs (nurse practitioner, administration), as demonstrated in the tables below. In addition, grades were compared for all core courses across programs. The number of A's, B's, etc. achieved by students within the different areas of concentration, online and onsite, were indistinguishable.

TABLES 23-25: Comparison of Online vs. Onsite MSN-DNP students

Table 23. Statistics

Online		Cumulated GPA	Length
Online	N Valid	11	11
	Missing	0	0
	Mean	3.93473	30.0000
	Median	3.93600	30.0000
	Mode	4.000	30.00
	Std. Deviation	.073590	4.24264
	Range	.265	15.00
Onsite	N Valid	34	34
	Missing	0	0
	Mean	3.80700	42.3529
	Median	3.85600	42.0000
	Mode	3.856 <sup>a</sup>	36.00
	Std. Deviation	.151969	12.87206
	Range	.553	51.00

a. Multiple modes exist. The smallest value is shown

TABLE 24. Descriptive Statistics

Online		N	Minimum	Maximum	Mean	Std. Deviation
Online	AgeatAdmission	11	36.0	59.0	48.727	8.3916
	Valid N (listwise)	11				
Onsite	AgeatAdmission	34	26.0	59.0	46.853	7.8049
	Valid N (listwise)	34				

Table 25. Descriptive Statistics

Graduation Plan		N	Minimum	Maximum	Mean	Std. Deviation
NURCNS-DNP	CumulatedGPA	7	3.447	3.938	3.76829	.164548
	Valid N (listwise)	7				
NURNP-DNP	CumulatedGPA	13	3.466	3.960	3.80177	.172023
	Valid N (listwise)	13				
NURSAN-DNP	CumulatedGPA	1	4.000	4.000	4.00000	.
	Valid N (listwise)	1				
NURSP-DNP	CumulatedGPA	24	3.649	4.000	3.87163	.119754
	Valid N (listwise)	24				

TABLE 26. Grade distribution by DNP Subplans and Core Course: ONSITE

Course	DNP Subplan and Grades*							
	CNS	Psych CNS	Acute Care NP	Adult NP	Family NP	PMH NP	Ped NP	Admin
NUR2000 Research for EBPI	2 A's (100%)	1 A (100%)	12 A's (100%)	2 A's (100%)	9 A's (100%)	1 A (100%)	2 A's (100%)	
NUR2007 Research for EBP2			10 A's (83%) 2 B's (17%)	2 A's (100%)	9 A's (100%)	1 A (100%)	4 A's (100%)	1 A (100%)
NUR2010 Health Promo	2 A's (100%)	1 A (100%)	12 A's (100%)		15 A's (94%) 1 G (6%)	1 B (100%)	3 A's (100%)	2 A's (100%)

Course	DNP Subplan and Grades*							
	CNS	Psych CNS	Acute Care NP	Adult NP	Family NP	PMH NP	Ped NP	Admin
NUR2011 Applied Statistics	1 A (50%) 1 B (50%)	1 A (100%)	5 A's (42%) 7 B's (58%)	1 A (100%)	11 A's (73%) 4 B's (27%)		2 A's (100%)	2 B's (100%)
NUR2680 Intro to Genetics	1 A (100%)		8 A's (67%) 4 B's (33%)	1 A (50%) 1 B (50%)	7 A's (78%) 1 B (11%) 1 G (11%)	1 A (100%)		
NUR3012 Public Policy	1 B (100%)		6 A's (50%) 6 B's (50%)		3 A's (100%)		2 A's (100%)	1 A (50%) 1 B (50%)
NUR3013 Ethics in Healthcare			11 A's (100%)		3 A's (100%)		3 A's (100%)	1 A (100%)
NUR3050 Grant Writing	1 S (100%)				4 S's (100%)	1 S (100%)		
NUR3052 Manuscript Development	2 S's (100%)						1 G (50%) 1 S (50%)	
NUR3099 Sci of Hlth Care Delivery	2 H's (100%)		11 H's (92%) 1 S (8%)		10 H's (100%)		3 H's (100%)	2 H's (100%)
NURSP2061 Org Theory	2 A's (67%) 1 B (33%)		1 B (100%)	2 A's (100%)	1 A (100%)		3 A's (100%)	1 A (100%)
NURSP2075 Intro to Health Informatics	1 A (50%) 1 B (50%)			1 A (100%)	2 A's (100%)	1 A (100%)	3 A's (100%)	2 A's (100%)
NURSP2090 Healthcare Outcomes	3 A's (75%) 1 other (25%)							

\*An "H" grade represents exceptional completion of course requirement. An "S" grade represents satisfactory completion of course requirement. A "G" grade represents work unfinished because of extenuating personal circumstances.

TABLE 27. Grade distribution by DNP Subplans and Core Course: ONLINE

Course	DNP Subplan and Grades*							
	CNS	Anesthesia	Acute Care NP	Adult NP	Family NP	Neona NP	Ped NP	Admin
NUR2000 Research for EBPI								4 A's (100%)
NUR2007 Research for EBP2	1 A (33%) 1 B (33%)	1 B (100%)	1 B (100%)		2 A's (50%) 1 B (25%) 1 G (25%)		2 A's (67%) 1 B (33%)	4 A's (67%) 2 B's (33%)

Course	DNP Subplan and Grades*							
	CNS	Anesthesia	Acute Care NP	Adult NP	Family NP	Neona NP	Ped NP	Admin
	1 G (33%)							
NUR2010 Health Promo	2 A's (100%)							7 A's (78%) 2 B's (22%)
NUR2011 Applied Statistics	2 A's (100%)	1 A (100%)	1 B (100%)		3 A's (75%) 1 B (25%)			3 A's (43%) 1 B (14%) 1 C (14%) 1 G (14%) 1 other (14%)
NUR2680 Intro to Genetics	5 A's (83%) 1 C (17%)	1 B (100%)	1 A (100%)		3 A's (50%) 3 B's (50%)			
NUR3012 Public Policy	5 A's (100%)		1 A (100%)	1 A (50%) 1 B (50%)	3 A's (100%)			8 A's (100%)
NUR3013 Ethics in Healthcare	6 A's (100%)	2 A's (100%)	1 A (100%)	1 A (100%)	3 A's (100%)			8 A's (89%) 1 B (11%)
NUR3050 Grant Writing	6 S's (100%)	1 S (100%)	1 S (100%)	1 S (100%)	2 S's (100%)		2 S's (100%)	
NUR3052 Manuscript Development	2 H's (50%) 1 S (25%) 1 other (25%)	1 H (100%)	1 S (100%)			1 H (100%)	2 G's (67%) 1 H (33%)	3 G's (43%) 3 H's (43%) 1 S (14%)
NUR3099 Sci of Hlth Care Delivery	5 H's (100%)	3 H's (75%) 1 S (25%)		1 H (50%) 1 S (50%)	4 H's (100%)		3 H's (100%)	8 H's (89%) 1 S (11%)
NURSP2061 Org Theory	2 A's (100%)	1 A (50%) 1 B (50%)	1 A (100%)		3 A's (60%) 2 B's (40%)		1 B (100%)	6 A's (86%) 1 G (14%)
NURSP2075 Intro to Health Informatics	4 A's (100%)		1 A (100%)	1 G (100%)	1 B (100%)		2 A's (100%)	6 A's (63%) 2 B's (25%) 1 other (13%)
NURSP2090 Healthcare				1 G (100%)				1 A (33%)

Course	DNP Subplan and Grades*							
	CNS	Anesthesia	Acute Care NP	Adult NP	Family NP	Neona NP	Ped NP	Admin
Outcomes								2 B's (67%)

\*An "H" grade represents exceptional completion of course requirement. An "S" grade represents satisfactory completion of course requirement. A "G" grade represents work unfinished because of extenuating personal circumstances.

### Consistency of Admissions

The profiles of applicants across programs and areas of concentration were reviewed for consistency. The average GPA for online applicants is slightly higher than onsite applicants (3.8 vs 3.59). Post-MSN applicants had slightly higher GPA's as compared to post-BSN applicants (3.72 vs. 3.49). Correspondingly, similar findings were noted for the average admitted GPA's (see Table 27). The rate of acceptance was reviewed for each program. The number of applications received varies greatly by program, thus making an analysis of the acceptance rate challenging to discuss. There were 146 DNP applications for the 2012-2013 Academic Year. Forty-nine (34%) applications were screened out by Student Services. Of the 97 applications that were submitted to the program coordinators for review, 4 (6%) were rejected. Seventy-eight students accepted their admission offers and entered into the program. The majority of applications (102) were for the Nurse Practitioner program. Thirty-eight percent were not reviewed, and 6% were rejected. Of the 11 CNS applications, 2 were not reviewed and none were rejected. Similar numbers were received/reviewed/rejected for the Administration students (out of the 24 applications, 6 were not reviewed and none rejected). The percentage of not reviewed/rejected applications was higher for the Nurse Practitioner programs for the 2012-2013 school year, but there were significantly more applicants. The application data for the certificate programs can be found in Appendix 18. Since the 2011-2012 academic year, there have been 18 applicants to our certificate programs, with 10 enrollees. On average, there are 1-3 applicants per certificate program, with the majority of applicants being offered acceptance. As discussed in Key-Element III-F, despite the low enrollment, the certificate programs are kept open to meet the needs of the community of interest. Additional application/enrollment/graduation data can also be found in Appendix 18.

TABLE 28. Applicants who take the GRE and Avg GRE (2012-2013)

	Avg GPA	Min GPA	Max GPA	# Apps	# Apps with GRE	Avg GRE V	Avg GRE Q	Avg GRE A	% with GRE taken
post BSN	3.49	2.83	4	66	51	150	148	3.74	100%
post MSN	3.72	2.86	4	75	23	156	155	3.83	30%
onsite	3.59	2.861	3.98	27	17	158	158	3.82	63%
online	3.80	3.5	4	48	6	150	147	3.87	13%

TABLE 29. Average admitted GPA (2012-2013)

	Avg GPA (%)	Min GPA	Max GPA	# Admitted	# Admitted with GRE	Avg GRE V	Avg GRE Q	Avg GRE A	% with GRE taken
post BSN	3.57	2.64	3.983	42	42	151	148	3.8	100%
post MSN	3.71	2.86	4	47	16	152	148	3.8	34%
	Avg GPA (%)	Min GPA	Max GPA	# Admitted	# Admitted	Avg GRE V	Avg GRE Q	Avg GRE A	% with GRE

					with GRE				taken
onsite	3.53	2.861	3.98	18	13	152	148	3.84	72%
online	3.82	3.57	3.71	29	3	148	146	4	10%

### GAP analysis and Quality Improvement Efforts

#### Quality Improvement Efforts

A comprehensive report of quality improvement efforts conducted during the 2012-2013 Academic Year can be found in Appendix 19. The following discussion describes some of our efforts and action plans in detail.

#### Revision and Implementation of Student Learning Outcomes Assessment

Consistent with the University's commitment to excellence in education, the School of Nursing promotes ongoing improvement and enhancement of student learning. Assessment of student learning outcomes is incorporated into the School's quality improvement processes. These assessments measure progress toward achieving core outcomes at the program level. The information collected does not impact individual student progression, but is used to inform decisions about curricular, process and program changes. The School of Nursing's student learning outcomes align with the University's goals for all graduates. Outcomes address the value of general education to performance in the discipline and evaluate how Key Attributes are expressed through the discipline. Initial outcomes assess written communication (general education) global learning, and a discipline specific outcome (Key Attributes).

The Written Communication Learning Outcomes was assessed during the spring term of 2011. The first assessment utilized a paper written in NUR 3052 Manuscript Development or NUR3050 Grant Writing early in the BSN to DNP program. The second assessment was drawn from the paper that is required for the Capstone Clinical Course (NUR 3037) at the end of the DNP program. At the DNP level, the goal was for 80% of the students to achieve a Met or Exceptional rating on the written assignment. All students achieved the Met level of work. As to the Global Learning outcome, students must demonstrate global health competence, defined as an understanding of the major factors that impact the health of people around the world. Surveys (quizzes) were developed and administered to students in their final term of study. DNP students were expected to achieve a score of 80% or better on the end-of-program assessment. A very small number of students completed the survey and none achieved a score of 80% or better on the survey. The average score was 72%.

Due to a significant change in personnel, the evaluation of discipline specific competencies and quantitative reasoning was delayed. In addition, we were due to re-evaluate written communication and global learning. In June of 2013 an Associate Director for Evaluation was hired to ensure timely development and assessment of student learning outcomes. The Associate Director for Evaluation comes to the School with a background in educational measurement and is qualified to lead this process. Due to an orientation period, work on the student learning outcomes assessment was delayed until July 2013.

Upon review of the evaluation rubrics, it was determined that we were not adequately assessing the competencies we intended to measure. The Associate Director for Evaluation has been working with the Scientific Writer to develop writing rubrics to better assess students' ability to effectively communicate nursing through writing. Assessments for quantitative reasoning and a discipline-specific learning outcome (demonstration ability to develop and evaluate new practice approaches, by analyzing relevant data, synthesizing ideas to improve health and identify gaps in care) have been developed and data is currently being collected. In addition to higher-quality assessments and rubrics, a process for student learning outcomes assessment and a sampling plan were developed. The process for evaluation includes identification of roles and responsibilities, development of outcomes, rater training, and a matrix for data collection (Appendices 20-24).

#### *Interprofessional Modeling and Caring for the Elderly (IP-MACY): Educating a health care workforce to meet the needs of a changing health care system*

Funding: Josiah Macy Foundation.

Program directors: Steven L. Kanter, MD, and Susan Meyer, BSPharm, PhD, with Dean Dunbar-Jacob serving as a collaborating partner.

The goal of IP-MACY has been to build a new educational model that is responsive to the current and projected health care needs of an aging population. The period of grant-supported implementation for this three year program was 2009-2012, and now that the funding period has closed, the program continues.

The 4 week experience in long term care was an integral component of the IP-MACY Project. The primary aim of this project was to improve interdisciplinary geriatric education and training for students from various health care disciplines. Students learned to collaborate as a team in order to provide optimal care to long term care residents; students learned from each other and from the multidisciplinary staff within the long term care setting. The student teams were structured to have representatives from the doctorate of nursing practice (DNP) program, doctorate of pharmacy students and third year medical students. Supervising faculty members were representatives of these disciplines. The integration of the long-term facility staff was critical to the success of this project: there were representatives from administration, medicine, advanced practice nursing, registered nurses, nurse's aides, pastoral care, social services, dietary, rehabilitation and hospice services. During the experience, students worked with their team to evaluate patients and participate in case conferences. The on-site lectures in care of the older adults were presented by the interdisciplinary faculty and staff members. The final student project was to present a patient case using the team concepts learned during the course describing how the team identified and resolved problems. This 4 week learning project required considerable coordination between the faculty and long term facility staff. Program evaluation revealed that the students found this to be an outstanding experience, students from all of the disciplines expressed satisfaction with knowledge they obtained about the complexity of long term care and the importance of a team approach to help improve the quality of life for the residents. The 4 week project was offered for two sessions until the funding period ended.

#### Geriatrics Intensive

Since 2009, one cohort of Family Nurse Practitioner Students and 3 cohorts of Acute Care Nurse Practitioner Students have participated in the one-week geriatrics intensive. During the third week of October, the geriatrics intensive is conducted in Scaife Hall and utilizes faculty from across the schools of the health sciences. Participating students are organized into interprofessional groups and follow group-specific schedules, allowing small group discussion sessions and on-site experiences at local nursing homes. A variety of educational modules are used including didactic lecture, small group case discussions, assigned readings, a simulated interprofessional transitions of care experience, LTC site visits, patient interview and evaluation, and interactive training with teamwork experts. Students' knowledge, attitudes, and skills are assessed by analyzing a video of team performance, a personal reflection assignment, completion of a group case project, a multiple choice final examination, as well as pre and post attitudinal questionnaires on teams in health care.

Summaries of the most recent (October, 2013) pre and post course questionnaires are provided in Table 28 below.

TABLE 30. Summaries of IP-MACY pre/post course questionnaire

"IN MY OPINION"	Strongly Disagree 1	Moderately Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Moderately Agree 5	Strongly Agree 6
-----------------	------------------------	--------------------------	------------------------	---------------------	-----------------------	---------------------

<u>Knowledge Questions</u>	<u>Wave</u>	<u>N</u>	<u>Mean</u>	<u>Mean difference</u>	<u>P-Value</u>
Working in teams unnecessarily complicates things most of the time	PRE	161	2.21	-.04	.803
	POST	105	2.25		
The team approach improves the quality of care to geriatric patients	PRE	161	5.19	-.18	.104
	POST	105	5.37		



Developing a patient care plan with other team members avoids errors in delivering care	PRE	161	5.20	-.01	.369
	POST	105	5.30		
Health professionals working on teams are more responsive than others to the complex needs of geriatric patients (*)	PRE	159	4.86	-.28	.022
	POST	103	5.14		
Developing an interprofessional geriatric patient care plan is excessively time consuming	PRE	160	2.97	-.06	.716
	POST	105	2.91		
The physician should not always have the final word in decisions made by health care teams	PRE	159	4.00	-.22	.212
	POST	105	4.22		
The give and take among team members help them make better geriatric patient care decisions (*)	PRE	159	5.06	-.22	.024
	POST	104	5.28		
The team approach makes the delivery of care more efficient	PRE	160	4.66	-.17	.228
	POST	105	4.83		
The team approach permits health professionals to meet the needs of family caregivers as well as geriatric patients	PRE	161	5.12	-.13	.194
	POST	105	5.25		
Having to report observations to the team helps team members better understand the work of other health professionals	PRE	161	5.02	-.15	.158
	POST	105	5.17		
It is important for a healthcare professional to know how to care for older patients	PRE	161	5.60	-.09	.316
	POST	105	5.69		

<u>Knowledge Questions</u>	<u>Wave</u>	<u>N</u>	<u>Mean</u>	<u>Mean Difference</u>	<u>P-Value</u>
I see caring for older patients as a unique clinical challenge	PRE	160	5.04	-.02	.112
	POST	105	5.24		
Towards providing care to the elderly(*)	PRE	157	3.46	-.43	.000
	POST	104	3.89		
About practicing in a team care environment(*)	PRE	157	3.79	-.23	.038
	POST	104	4.02		
Function effectively in an interprofessional team(*)	PRE	158	3.75	-.34	.001
	POST	105	4.09		

Treat team members as colleagues(*)	PRE	158	4.25	-.18	.053
	POST	105	4.43		
Identify contributions to patient care that different disciplines can offer(*)	PRE	158	3.64	-.58	.000
	POST	105	4.22		
Apply your knowledge of geriatric principles for the care of older persons in a team care setting(*)	PRE	156	3.22	-.87	.000
	POST	105	4.09		
Ensure that patient/family preferences/goals are considered when developing the team's care plan(*)	PRE	158	3.74	-.50	.000
	POST	105	4.24		
Strengthen cooperation among professions (*)	PRE	158	3.50	-.57	.000
	POST	105	4.07		
Carry out responsibilities specific to your profession's role on a team(*)	PRE	158	3.70	-.52	.000
	POST	105	4.22		
Address clinical issues succinctly in interprofessional meetings (*)	PRE	158	3.47	-.59	.000
	POST	105	4.06		
Develop an interprofessional care plan(*)	PRE	157	3.12	-.85	.000
	POST	105	3.97		
Adjust your care to support the team goals(*)	PRE	157	3.38	-.80	.000
	POST	105	4.18		
Intervene effectively to improve team functioning (*)	PRE	158	3.34	-.69	.000
	POST	105	4.03		

Skills and Abilities Gained for Team Treatment					
Please rate your ability to carry out each of the following tasks at this point in your training using a five-point scale.					
	Poor	Fair	Good	Very Good	Excellent
	1	2	3	4	5
		<u>Wave</u>	<u>N</u>	<u>Mean</u>	<u>Mean difference</u>
Function effectively in an interprofessional team(*)	PRE	158	3.75		
	POST	105	4.09		-.34
Treat team members as colleagues	PRE	158	4.25		
	POST	105	4.43		-.18

Identify contributions to patient care that different disciplines can offer (*)	PRE POST	158 105	3.64 4.22	-.58
Apply your knowledge of geriatric principles for the care of older persons in a team care setting (*)	PRE POST	156 105	3.22 4.09	-.87
Ensure that patient/family preferences/goals are considered when developing the team's care plan (*)	PRE POST	158 105	3.74 4.24	-.49
Strengthen cooperation among professions (*)	PRE POST	158 105	3.50 4.07	-.57

### Capstone Quality Metric

Although the capstone guidelines were recently revised, it has been determined that we are lacking sufficient and measurable criteria for evaluating the quality of the capstone project. We have decided that we need criteria for the evaluation of the capstone proposal, and the finished project (manuscript and/or presentation). A draft of potential quality points/evaluation rubric has been developed (Appendix 25), but is still under review. Our plan over the next few months is to apply the evaluation rubric to completed capstone projects. The goals are to 1) determine if the criteria are appropriate and 2) obtain a baseline of the quality of the first several years of capstone projects.

### Revision of Quality Improvement Reports

As indicated in Key Element IV-A, our current process for continuous quality improvement and data analysis needed to be revised to include specific data sources, benchmarks, and processes. The new QIR is available in Appendix 14, and provides enough detail that any faculty member could complete. For example, a specific strategy may instruct faculty to review the end of program results to determine if resources are sufficient for students, and the data source identifies the specific items to find that information. The QIR is guided by the CCNE standards and is specific to the DNP program. We have also created a Generic QIR, which will focus on quality improvement needs at the school level.

### Revision of Course Evaluation Form

In the Fall of 2013, the Triennial Course Review form was revised to gather additional information regarding course objectives. The previous version of the form required faculty to indicate whether or not the course objectives were met. Faculty were not required to elaborate on the method(s) in which objectives were obtained. The need for ensuring that each stated course objective was met through supporting evidence was warranted. On the new form, faculty are required to list the specific content, assignment, or exam which supports each objective (Appendix 26).

### Medication Workshop

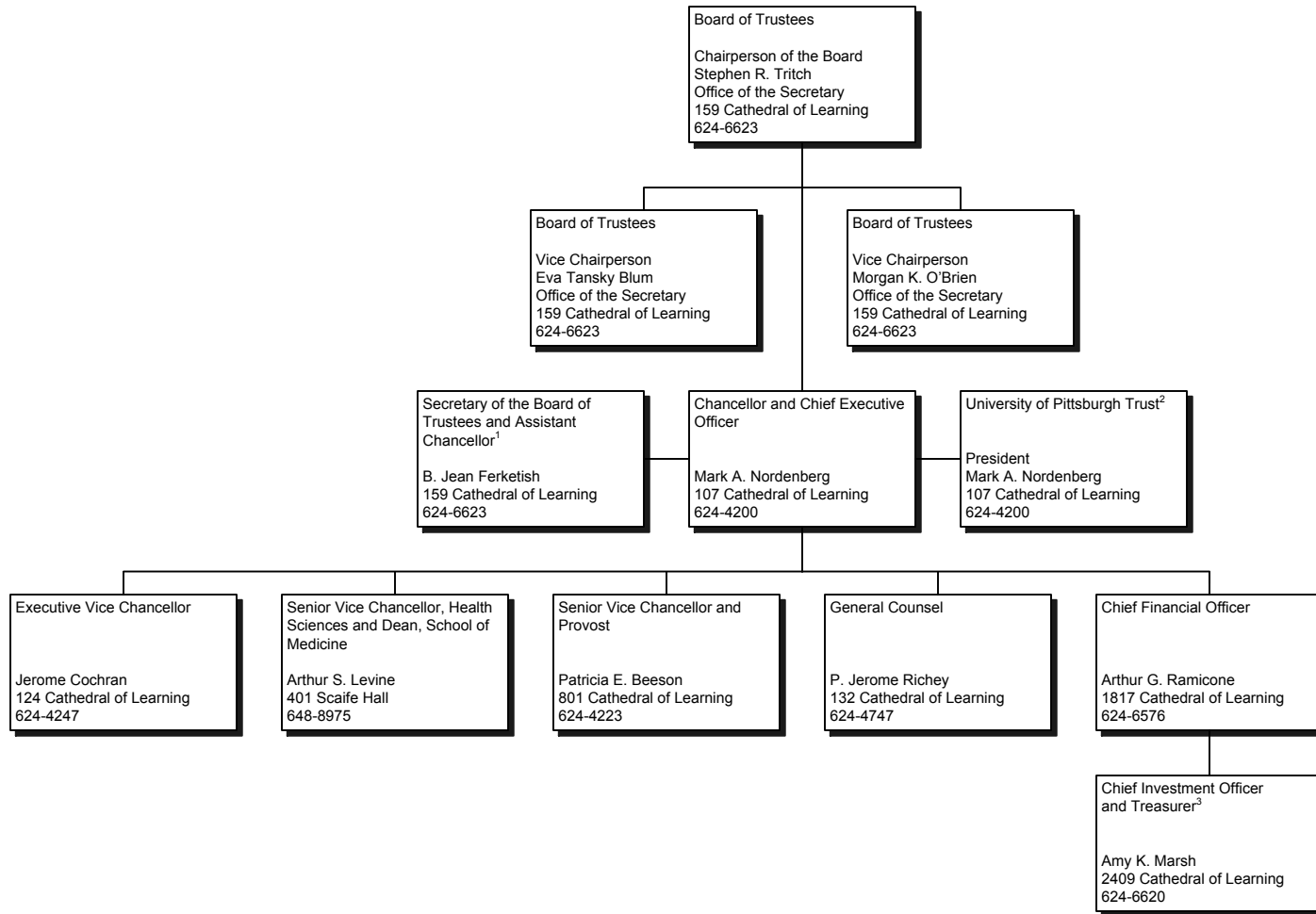
Within the Anesthesia department, faculty formed a Committee for Unsafe Practice to address the need for monitoring the medication errors nurse anesthesia students make in the clinical setting. The committee determined that greater than 20 medical errors were made since 2009. The committee identified that students were not prepared to dilute, reconstitute, or prepare medications, since the role of the RN did not emphasize these skills (for many RN's, pharmacy prepares medications for the nurse to administer). The committee also identified that the students encounter multiple preceptors daily, in large facilities, with a lack of consistency. Given these issues and needs, the committee developed a Medication Workshop for students, with the goal of streamlining and standardizing the medication preparation and administration process. The mandatory workshop took place on October 22, 2013. Twenty-two students participated, along with 4 faculty. The students were broken into small groups and were given 5 of the most frequently used drugs to identify and prepare. The plan is to implement this workshop in NURSAN 2700: Basic Principles of Anesthesia, during the fall and spring terms. Pre-workshop data exists (>20 medication errors), and post-workshop data is currently being collected (# of medication errors).

#### Areas of Strength for Standard IV

- The School of Nursing and DNP program are extremely effective in collecting, analyzing, and reporting student and faculty outcomes.
  - Attention to the quality improvement environment has resulted in documents and procedures that mandate the annual assessment of key data points, and more importantly mandate a response that ensures an environment of continuous quality improvement
  - Curriculum committees and community of interest groups at all levels providing ongoing input leading to program improvement.
  - High levels of student and alumni satisfaction with faculty, resources, curriculum, clinical experiences, and the program as a whole
  - Evidence of faculty engaging in continuous quality improvement efforts as evidenced by changes to a course as a result of student feedback
  - High levels of satisfaction from online students and evidence that the online platform is conducive to learning.

Areas of Concern and Action Plans for Standard IV	
Areas of Concern	Action Plans
Alumni achievements (capstone presentation and mentoring) and satisfaction (outcome not met according to the 3 yr survey of 2010 grads, n=7)	Continue to mentor DNP students and encourage high-quality capstone proposals. Facilitate and offer guidance on presentation opportunities
The efficacy of the implementation of faculty forums needs to be evaluated.	Develop a survey and pre/post measures to assess the effect of the faculty forum sessions
Assessment of capstone quality	Develop a quality metric to assess current capstones and revise guidelines/score-level criteria as needed
Repetitive surveying and response rates	Re-institute the Survey Task force to monitor and streamline the survey process

## UNIVERSITY OFFICERS



<sup>1</sup> Individuals who also serve as University Officers include: Mary Lou Rosborough, Executive Associate Secretary of the Board of Trustees and Amy Service, Associate Secretary of the Board of Trustees.

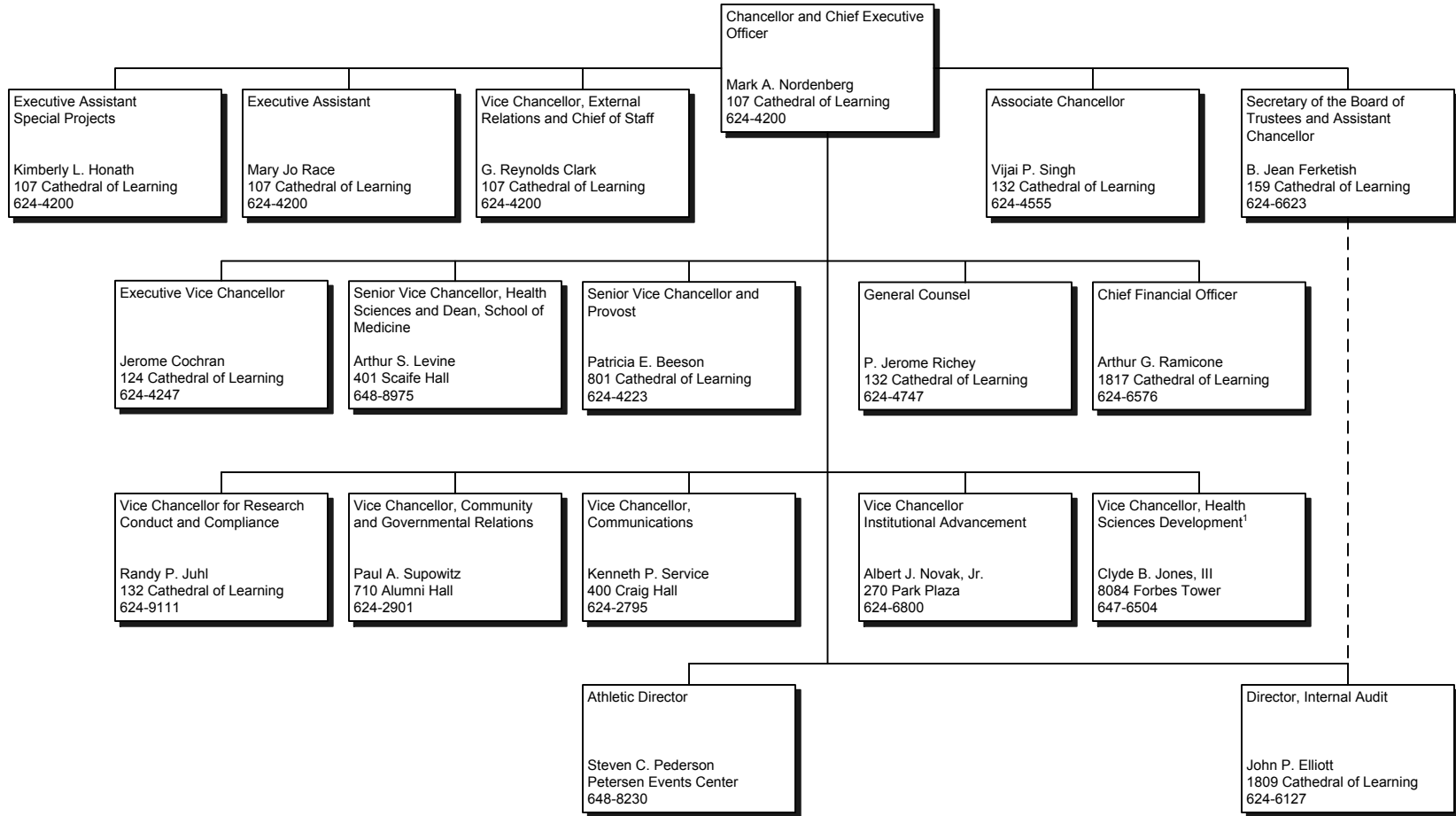
<sup>2</sup> Independent corporation with its own Board of Directors.

<sup>3</sup> Individuals who also serve as University officers include: Susan M. Gilbert, Assistant Treasurer and Paul Lawrence, Assistant Treasurer.

Note: All telephone numbers are in the 412 area code unless indicated otherwise.



# CHANCELLOR

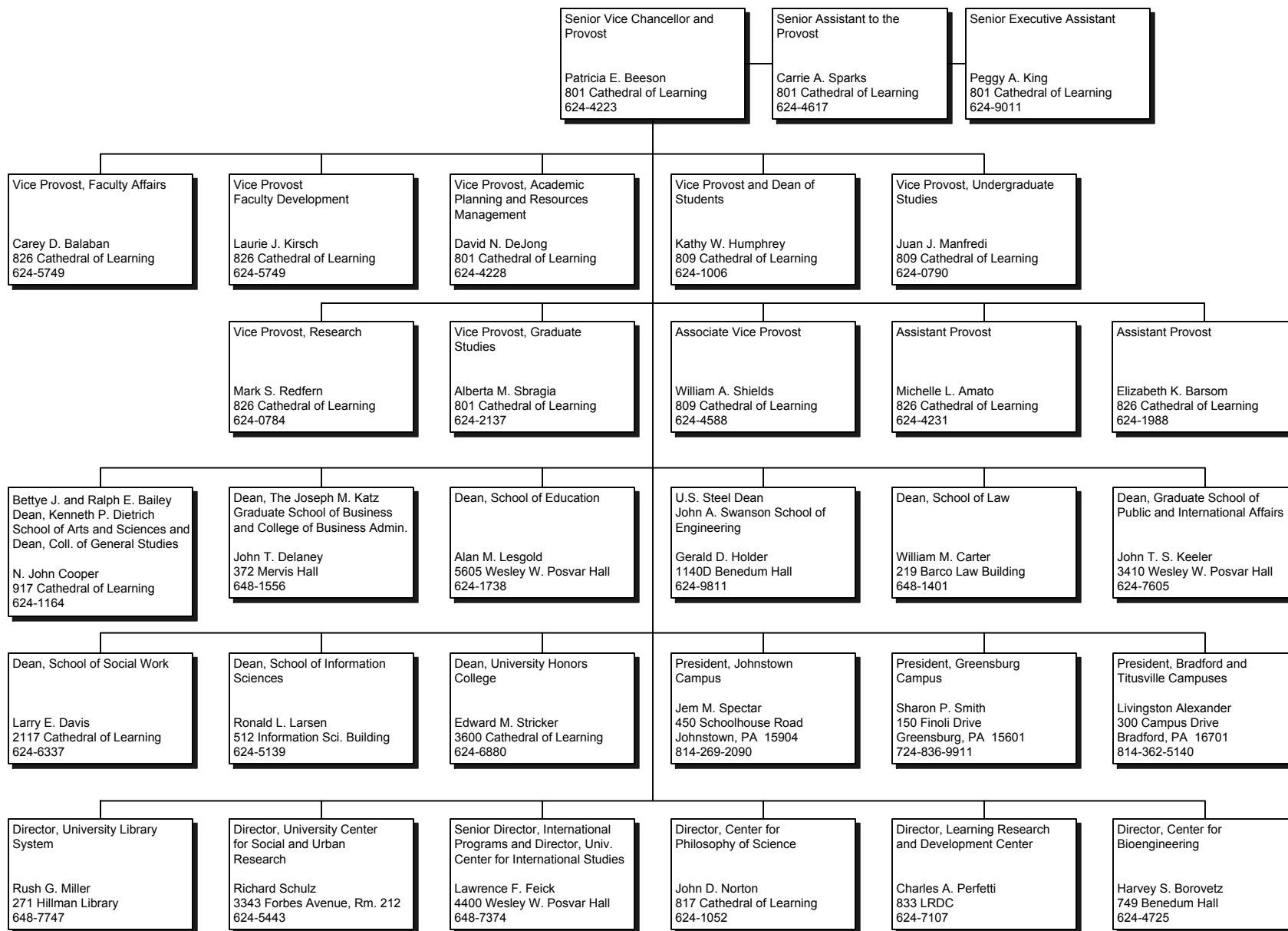


<sup>1</sup> Also serves as President, MHS Foundation and as Chief Development Officer, UPMC.

Note: All telephone numbers are in the 412 area code unless indicated otherwise.



## PROVOST – DEANS/ DIRECTORS/ PRESIDENTS

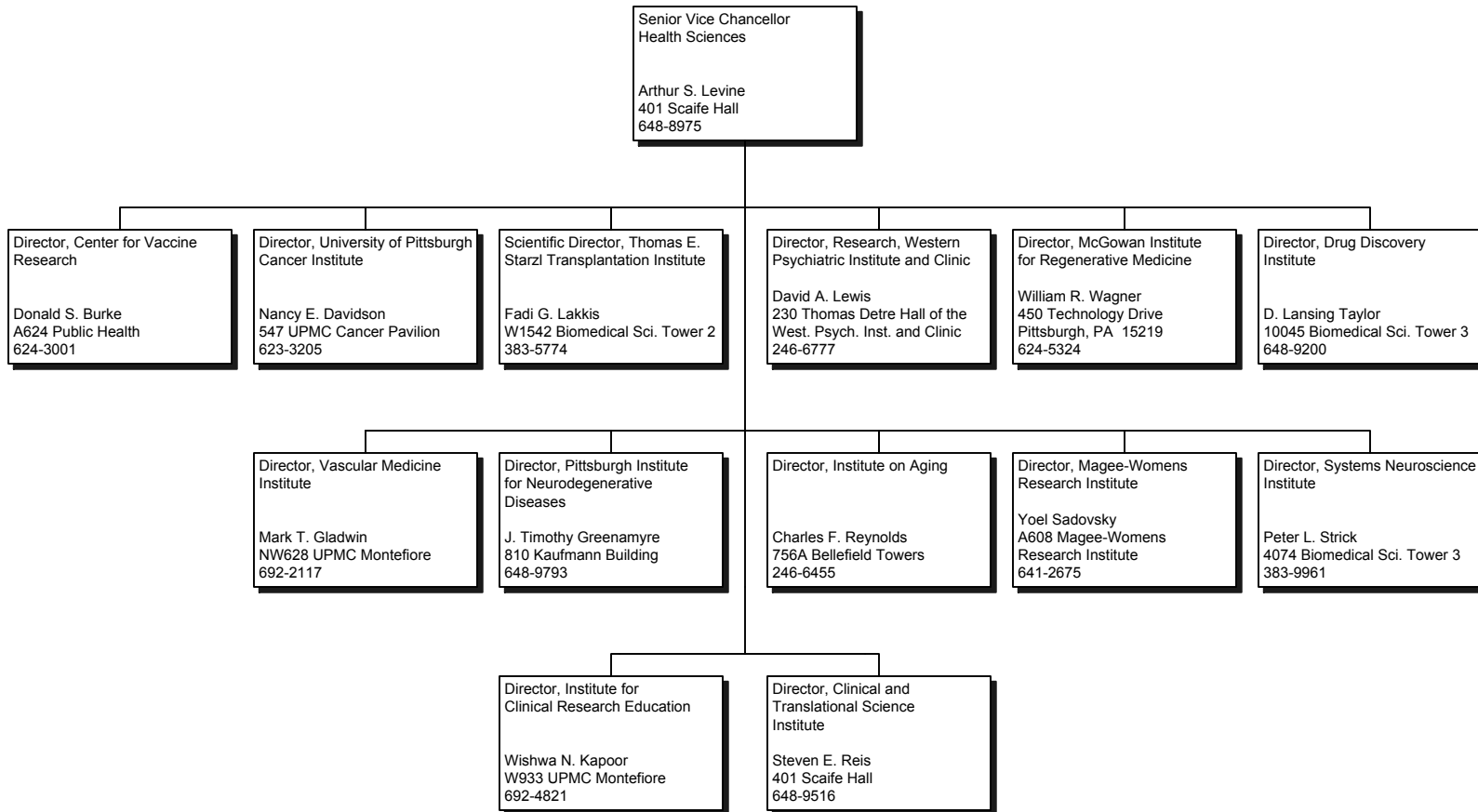


Note: All telephone numbers are in the 412 area code unless indicated otherwise.



University of Pittsburgh  
2013-2014

## HEALTH SCIENCES – INSTITUTE DIRECTORS

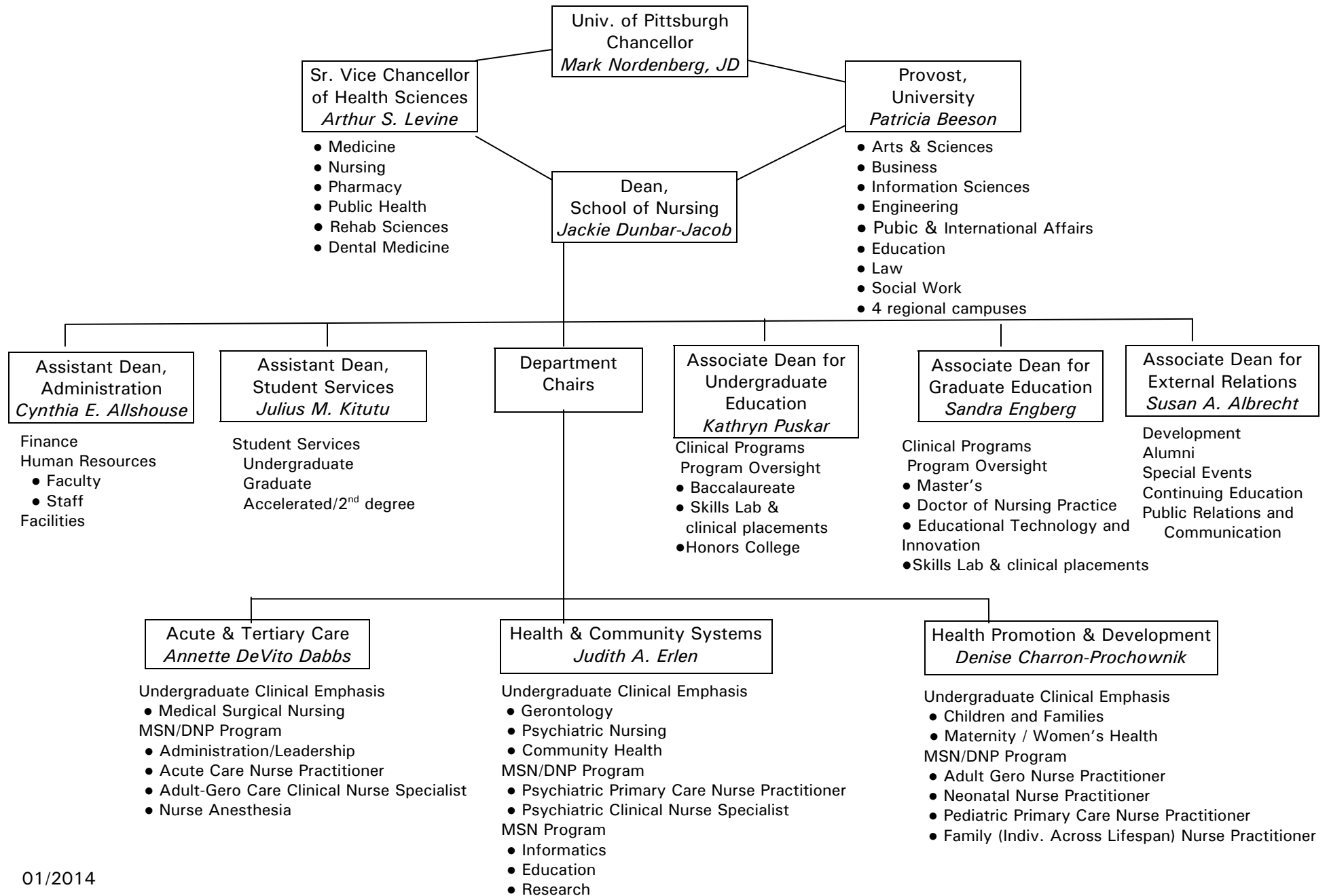




**University of Pittsburgh School of Nursing**  
**ORGANIZATIONAL CHART**

Appendix 3

The following schematic details the administrative and educational responsibilities of the organizational structure.



01/2014

## Orientation Module

- **School of Nursing Graduate Orientation**

This online orientation is designed to provide you with an overview of the School and the information that you will need in order to successfully complete your program and achieve your career goals. The online orientation takes about 60 minutes to complete. You will visit websites and open additional documents while engaged in the process. When you have finished the module, please click on the content area labeled **Quiz** on the navigation menu to the left side of the course. When taking the quiz, you will be presented with a randomized selection of questions about the material in this module. You can take the quiz multiple times but you must ultimately achieve a score of 100% in order to receive credit for the module.

Click [Jacqueline Dunbar-Jacob, PhD, RN, FAAN](#) for a message from the Dean of the School of Nursing.

It is important for you to understand our mission as you become a member of our nursing school community.

### **Mission Statement**

The University of Pittsburgh School of Nursing, founded in 1939, is one of the oldest programs in baccalaureate and doctoral education in nursing in the United States. As one of the nation's distinguished schools of nursing, the resources of the School constitute an invaluable asset for the intellectual, scientific, and economic enrichment of health care in Pennsylvania, the nation, and throughout the world.

The School of Nursing's mission is to:

- provide high-quality undergraduate education in nursing;
- maintain and develop superior graduate programs in nursing that respond to the needs of health care in general and nursing in particular within Pennsylvania, the nation, and the world;
- engage in research and other scholarly activities that advance learning through the extension of the frontiers of knowledge in health care;
- cooperate with health care, governmental, and related institutions to transfer knowledge in health sciences and health care;

offer continuing education programs adapted to the professional upgrading and career advancement interests and needs of nurses in Pennsylvania; and make available to local communities and public agencies the expertise of the School of Nursing in ways that are consistent with the primary teaching and research functions and contribute to the intellectual and economic development in health care within the commonwealth, the nation, and the world.

## **Sources of Information**

There are many resources in the School that provide you with the information and tools that you will need in order to succeed.

### **Student Services Office**

The Student Services Office is located in Room 239 of the Victoria Building. This office is committed to providing both academic and non-academic support to prospective and current students. In collaboration with faculty, staff, and administration, Student Services serves as an advocate for all students and a resource for faculty and students with university related issues.

The Student Services Office is the nucleus of policy and procedural activity in the School. Student Services is responsible for recruitment, the inquiry process, admissions, progression, and graduation. Student Services also manages School of Nursing scholarships and awards, arranges for tutoring if needed, and assists students in accessing resources within the School and across the University.

Office hours are Monday through Friday 8 AM to 5 PM during the fall and spring terms and 8 AM to 4:30 PM during the summer term.

Get acquainted with Student Services faculty and staff. Click [Faculty & Staff](#) for access.

To contact Student Services, call 412-624-4586 or 1-888-747-0794 (toll free), fax 412-624-2409, or e-mail [sao50@pitt.edu](mailto:sao50@pitt.edu).

### **Program Faculty, Advisors, and Staff**

Your program faculty, advisors, and staff will work with you on an individual basis in a supportive and mentoring role. They will assist you in selecting classes according to your curriculum plan and process your registration and add/drop forms. They will clarify specific clinical requirements, such as health forms, clearances, drug testing, and other documentation. They will also help you network with others who share your interests.

Visit the Faculty Directory web page to learn about their background, research interests, and teaching assignments. Click [Directory](#) for access.

## **Helpful Websites**

Visit the University of Pittsburgh Students page for information on the Book Center, billing and payment, financial aid, student health services, student organizations, disability services, parking, bus and shuttle schedules. Click [Students](#) for access.

Visit the Registrar's Office to access course schedules and university bulletins. Click [Registrar's Office](#) for access.

Also in the Students section, there's a section that describes the Academic Resource Center. This office provides comprehensive academic services that include study skills workshops, study groups, and tutoring. There's also a section that links to information about the Writing Center, where all University faculty, students, and staff can work on their writing skills. Click [Writing Center](#) for access.

Click [University Calendar](#) for access. Here you will find dates for term sessions, registration and add/drop deadlines, and university holidays.

The University Counseling Center provides free and confidential personal and academic counseling for any student who needs support. Click [University Counseling Center](#) for access.

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, at 412-648-7890 or 412-383-7355 (TTY) as early as possible, but no later than the fourth week of the term.

Click [Office of Disability Resources Services](#) for more information.

## **Pitt Library Resources and Online Searches**

The Health Sciences Library System (HSLs) staff has developed a set of online tutorial modules to increase your efficiency when searching for materials. These modules discuss bibliographic databases, such as MEDLINE, CINAHL, and PsychINFO, as well as a fast and unique discovery tool for locating journal articles on a topic or an author's expertise.

Click [Health Sciences Library Services](#) for direct access.

To access a series of HSLs virtual webinars, click [Virtual Library Workshops](#).

## **Electronic Theses and Dissertations at the University of Pittsburgh**

Electronic theses and dissertations (ETD) are prepared as text-based Portable Document Files (PDF) which is a format that assures that no matter which computer it is viewed from, the document will have a consistent appearance. ETDs may also contain non-text elements such as multimedia, sound, video and hypertext links.

ETDs are available on the University's online library catalog so that scholars worldwide can locate, search, and download Pitt's ETDs.

For questions regarding procedures, approval of the ETD, or school-specific concerns, authors should contact the doctoral student advisor in the Student Services Office in the School of Nursing at 412-624-7941.

Click [ETD](#) for access.

## **Computer Security**

Computers not behind a firewall (a system that prevents unauthorized use and access to your computer) are susceptible to viruses, worms, and Trojan Horses that can damage your computer. A computer *virus* attaches itself to a program or file so it can spread from one computer to another. Most viruses cannot infect your computer unless you run or open an infected program. A *worm* spreads from computer to computer without any help from a user. A worm can replicate itself on your system and send out hundreds or thousands of copies of itself to other computers, where it could continue to replicate. Some worms allow other users to control your computer remotely. A *Trojan Horse* appears to be legitimate software, but will cause damage once installed or run on your computer. Trojans may cause serious damage by deleting files or by giving remote users access to your system.

To protect your computer from risk, do not open attachments from e-mails and instant messages from people you don't know. Choose strong passwords and change them often. Click [Security](#) for more information and helpful tips.

For spam and virus filtering software, log on to [my.pitt.edu](http://my.pitt.edu), click on Webmail, and follow instructions. You may also download free anti-virus and anti-spyware software.

Click [Software](#) for access to anti-virus options and other software packages.

The Software Update Service installs critical Windows and office updates automatically. Click [Security Alerts](#) for additional information.

## **School of Nursing Policies and Procedures**

All students are responsible for knowing School of Nursing Policies and Procedures, which are accessible from the School of Nursing website. You must review all of them and, in particular, familiarize yourself with the following policies. Click on the link to open the policy document.

[Policy 214.1: Repeat of a Course](#)

[Policy 207: Warning, Probation, and Dismissal](#)  
[Policy 278: Required Documents for Clinical Experience](#)  
[Policy 307: Academic Integrity: Student Obligation The Pitt Promise](#)  
[The ANA Code of Ethics](#)  
[Policy 313: "G" Grades](#)  
[Policy 279: Assignment of the Academic Advisor and Selection of the Dissertation Chair \(PhD Students\)](#)

## **Tips for Success**

There are many avenues to success in the School of Nursing. Learn to use the resources: libraries, computer labs, faculty, Student Services Office, Disabilities Office, Office of International Services, Student Counseling Center, and the Academic Resource Center, to name just a few.

Get to know your fellow students—you can learn a lot from them as well.

All students are automatic members of the Graduate Nursing Student Organization (for Master's and Doctor of Nursing Practice students) or the Doctoral Nursing Student Organization (for Doctor of Philosophy students). Participation is a great way to develop the support system you will value as you progress through your program.

The Eta Chapter of Sigma Theta Tau is located in the School of Nursing. Sigma Theta Tau is an honor society and membership is by invitation in recognition of excellence in scholarship, leadership, and community service. Membership in Sigma Theta Tau distinguishes you as a leader in the nursing profession, and opens doors as you advance your career, so do plan to apply. Applications are available in the Student Services Office in mid-November and need to be returned by mid-January. Click [Honor Society](#) for access.

Information is empowering—know what is going on and don't hesitate to ask for help. Read your Pitt e-mail and check the bulletin boards on a regular basis.

Refine your skills in writing, presenting, and critical thinking, as well as patient care.

Make copies of everything.

Behave in a mature manner. In the event of a conflict, remain calm and rational in solving the problem.

Know when assignments and other class activities are due.

Be courteous to faculty, staff, and fellow students. Learn to manage time effectively by prioritizing, but keep life balanced. Take care of yourself and your family.

And, finally, enjoy! The process along the way is as important as the outcome at the end.

## **Creating an Environment of Dignity and Respect**

Please download this presentation on diversity and inclusion at the School of Nursing to learn about our program for Creating an Environment of Dignity and Respect (CEDAR). Click [CEDAR](#) for access.

### **Quiz**

Now that you have finished the module, please click on the **Quiz** link on the left side of this page. When taking the quiz, you will be presented with a randomized selection of questions about the material in this module. You can take the quiz multiple times but you must ultimately achieve a score of 100% in order to receive credit for the module.

### **HIPAA Certification**

Click on the link below to access the UPMC Information Privacy and Security Awareness Training module:

Click [UPMC Information Privacy and Security Awareness Training](#) for access.

After you have completed the HIPAA module successfully, you will receive a digital certificate of completion. Please upload a copy of your certificate by following these steps:

Save the certificate on your computer.  
Go back to CourseWeb and click on the Assignments link in the navigation bar.  
On the Assignments page, click on "View/Complete Assignment: HIPAA" to attach the saved certificate.  
After attaching your file, save and submit the file.

For a video demonstration of how to submit your HIPAA certificate, please click the link below.

Click [Submitting your HIPAA Certificate](#) for access. (Video Demonstration. Approx. viewing time: 5 mins)



**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING FIVE YEAR STRATEGIC PLAN  
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**1. Develop and maintain faculty who contribute to education, research, service and practice relevant to the nursing profession.**

<b>FACULTY</b>		
1a) Increase the proportion of doctorally-prepared, full-time faculty to 100% by 8/31/11.	<b>YR 5 Strategies:</b> Confirm program plans of Instructors.  Hire only full-time faculty with doctoral preparation. Revise advertising to reflect this change in practice.	<b>Baseline:</b> 75% (56/75) of full-time faculty are doctorally prepared. <ul style="list-style-type: none"> <li>• 25% (19/75) of full-time faculty are masters prepared.</li> <li>• 42% (8/19) of masters-prepared, full-time, non-tenure stream faculty are enrolled in doctoral programs.</li> </ul> <b>YR 1 Results:</b> 74% (58/78) of full-time faculty are doctorally prepared <ul style="list-style-type: none"> <li>• 26% (20/78) of full-time faculty are masters prepared</li> <li>• 60% (12/20) of masters-prepared, full-time, non-tenure stream faculty are enrolled in doctoral programs</li> </ul> <b>YR 2 Results:</b> 78% (59/76) of full-time faculty are doctorally prepared <ul style="list-style-type: none"> <li>• 22% (17/76) of full-time faculty are masters prepared</li> <li>• 82% (14/17) of masters-prepared, full-time, non-tenure stream faculty are enrolled in doctoral programs.</li> </ul> <b>YR 3 Results:</b>

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		<p>74% (58/78) of full-time faculty are doctorally prepared</p> <ul style="list-style-type: none"> <li>• 26% (20/78) of full-time faculty are masters prepared</li> <li>• 90% (18/20) of masters-prepared, full-time, non-tenure stream faculty are enrolled in doctoral programs.</li> </ul> <p><b>YR 4 Results:</b> 76% (61/80) of full-time faculty are doctorally prepared</p> <ul style="list-style-type: none"> <li>• 24% (19/80) of full-time faculty are masters prepared</li> <li>• 79% (15/19) of masters-prepared, full-time, non-tenure stream faculty are enrolled in doctoral programs.</li> </ul> <p><i>Source: Assistant Dean for Administration</i></p>
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<p>1b) 75% of full-time faculty will have an active research program in one of the following categories:</p> <p>1) <u>Active</u>: Data collection and/or analysis;</p> <p>2) <u>Active + Funded</u>: Project is currently being financially supported but investigator does not have salary support;</p>	<p><b>YR 5 Strategies:</b></p> <p>Increase the number of non-tenure stream faculty collaborating with tenure stream faculty in research.</p> <p>Improve pre-tenure funding rate through junior faculty mentorship</p> <p>Increase seed money offered to newly hired tenure stream faculty</p> <p>Implement a new CRE Pilot/Feasibility Study Program for junior faculty researchers</p> <p>Offer seminars on funding strategies and grant writing.</p>	<p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>• 53% (40/75) of full-time faculty have active research programs</li> <li>• 10% (4/40) are active with no salary support through external funds awarded to Nursing</li> <li>• 58% (23/40) are active with salary support through external funds awarded to Nursing</li> <li>• 10% (5/40) are active with salary support through external funds awarded to schools outside Nursing (sub accounts/subcontracts)</li> <li>• 10% (4/40) are active through internal funds awarded to Nursing</li> </ul> <p><b>YR 1 Results:</b> At 06/30/07:</p> <ul style="list-style-type: none"> <li>• 56% (44/78) of full-time faculty have active research</li> </ul>
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<p>3) <u>Active + Funded + Supported Effort:</u> Project is funded and investigator has salary support;</p> <p>4) <u>Principal Investigator:</u> <u>Active + Funded:</u> + Own Support Effort</p>	<p>Improve non-tenure stream funding rate through department chair mentorship</p>	<p>programs, of which:</p> <ul style="list-style-type: none"> <li>• 14% (6/44) are active with no salary support through external funds awarded to Nursing</li> <li>• 50% (22/44) are active with salary support through external funds awarded to Nursing</li> <li>• 11% (5/44) are active with salary support through external funds awarded to schools outside Nursing (sub accounts/subcontracts)</li> <li>• 14% (6/44) are active through internal funds awarded to Nursing</li> </ul> <p><b>YR 2 Results:</b> At 6/30/08:</p> <ul style="list-style-type: none"> <li>• 67% (51/76) of full-time faculty have active research programs, of which:</li> <li>• 14% (7/51) are active with no salary support through external funds awarded to Nursing</li> <li>• 52% (26/51) are active with salary support through external funds awarded to Nursing</li> <li>• 10% (5/51) are active with salary support through external funds awarded to schools outside Nursing (sub accounts/subcontracts)</li> <li>• 16% (8/51) are active through internal funds awarded to Nursing</li> </ul> <p>YR 3 Results:</p> <p><i>Source: Associate Dean for Scientific and International Affairs</i></p> <p><b>YR 4 Results:</b></p>
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		<i>Source: Grants Manager; Center for Research and Evaluation</i>
1c) Increase the proportion of full-time faculty with tenure to 25% within five years.	<p><b>YR 5 Strategies:</b> Create a junior faculty seminar series focusing on activities required during their first three years in the tenure stream</p> <p>Continue to require all tenure-track faculty to develop during Year 1, in collaboration with the department chair, a personal plan for achieving tenure and to review progress on their personal plan with their department chair annually</p> <p>Continue CRE seminars on career development</p> <p>Continue to promote collaboration with CIDDE in preparing and submitting teaching portfolios</p>	<p><b>Baseline:</b> 13% (10/75) of full-time faculty are tenured.</p> <p><b>YR 1 Results:</b> 16% (13/78) of full-time faculty are tenured.</p> <p><b>YR 2 Results:</b> 20% (15/76) of full-time faculty are tenured.</p> <p><b>YR 3 Results:</b> 19% (15/78) of full-time faculty are tenured.</p> <p><b>YR 4 Results:</b> 20% (16/80) of full-time faculty are tenured.</p> <p><i>Source: Assistant Dean for Administration</i></p>
1d) Increase the diversity profile of full-time faculty to 25% within five years.	<p><b>YR 5 Strategies:</b> Identify diverse faculty candidates from T-32 awards</p> <p>Continue efforts to recruit a more diverse faculty at conferences and via advertising in journals and other publications</p>	<p><b>Baseline:</b> 19% (14/75) of full-time faculty are from underrepresented populations.</p> <p><b>YR 1 Results:</b> 18% (14/78) of full-time faculty (7 racial minorities, 9 male) are from underrepresented populations.</p> <p><b>YR 2 Results:</b> 20% (15/76) of full-time faculty (8 racial minorities, 9 male) are from underrepresented populations.</p> <p><b>YR 3 Results:</b></p>

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		<p>19% (15/78) of full-time faculty (8 racial minorities, 9 male) are from underrepresented populations.</p> <p><b>YR 4 Results:</b> 20% (16/80) of full-time faculty (9 racial minorities, 9 male) are from underrepresented populations.</p> <p><i>Source: Assistant Dean for Administration</i></p>
<p>1e) Reduce the proportion of part-time faculty to 20% through full-time hires within five years.</p>	<p><b>YR 5 Strategies:</b> Focus recruitment on replacing part-time clinical faculty with full-time doctorally prepared faculty</p> <p>Supplement full-time faculty with clinical teaching fellows</p>	<p><b>Baseline:</b> 29% (31/106) of total faculty are part-time employees.</p> <p><b>YR 1 Results:</b> 26% (29/106) of total faculty are part-time employees.</p> <p><b>YR 2 Results:</b> 23% (23/99) of total faculty are part-time employees.</p> <p><b>YR 3 Results:</b> 26% (28/106) of total faculty are part-time employees.</p> <p><b>YR 4 Results:</b> 29% (33/113) of total faculty are part-time employees.</p> <p><i>Source: Assistant Dean for Administration</i></p>
<p>1f) Develop new partnerships with our practice partners to provide faculty for</p>	<p><b>YR 5 Strategies:</b> Identify 2-3 Institutions and develop mutually beneficial partnership for clinical instruction</p> <p>-</p>	<p><b>Baseline:</b></p> <p>None – new goal in YR 2.</p>

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instruction within five years.		<p><b>YR 1 Results:</b> None – new goal in YR 2.</p> <p><b>YR 2 Results:</b> Loaned faculty = 3.66 FTE Purchased Service agreements = 1</p> <p><b>YR 3 Results:</b> Loaned faculty = 3.10 FTE Purchased Service agreements = 1</p> <p><b>YR 4 Results:</b> Loaned faculty = 2.66 FTE Purchased Service agreements = 1</p> <p><i>Source: Assistant Dean for Administration</i></p>
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1g) Explore opportunities for expansion of international collaborations	<p><b>YR 5 Strategies:</b> Develop a database of faculty international activities and interests.</p> <p>Promote international presentations</p> <p>Develop an internal pilot program targeting international research</p>	<p><b>New goal in YR 5</b></p> <p><b>YR 4 data baseline:</b></p> <p><i>Source: Center for Research and Evaluation</i></p>
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<b>FACULTY PRACTICE</b>		
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1h) Full-time faculty in the	<b>YR 5 Strategies:</b>	<b>Baseline:</b>
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<p>non-tenure stream and faculty in the tenure stream with practice requirements for certification or licensure will engage in scholarly practice activities for a minimum of 10% of their effort every year for the next five years.</p>	<p>Expand practice opportunities to include developing and leading continuing education programs.</p> <p>Expand investigation of practice sites in the broader health care setting</p> <p>Require all nurse practitioner faculty to meet new state and national board guidelines, and be nationally and state certified in order to teach in graduate programs.</p> <p>Redefine the role of the Faculty Practice Council</p>	<p>80% (20/25) full-time faculty in the non-tenure stream with a scholarly practice requirement completed it.</p> <p><b>YR 1 Results:</b> 79% (22/28) full-time faculty in the non-tenure stream with a scholarly practice requirement completed it.</p> <p><b>YR 2 Results:</b> 90% (19/21) full-time faculty in the non-tenure stream with a scholarly practice requirement completed it.</p> <p><b>YR 3 Results:</b> 82% (14/17) full-time faculty in the non-tenure stream with a scholarly practice requirement completed it.</p> <p><b>YR 4 Results:</b> 68% (13/19) full-time faculty in the non-tenure stream with a scholarly practice requirement completed it.</p> <p><i>Source: Assistant Dean for Administration</i></p>
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**2. Offer outstanding educational programs at undergraduate and graduate levels to foster the development of the next generation of clinicians, educators, nurse scientists and scholars.**

<b>EDUCATION</b>		
2a) Expand the PhD and post-doctoral training capacity, emphasizing	<b>YR 5 Strategies:</b> Implement 6 <sup>th</sup> year of two current T 32 grants (Technology and Genetics) if competing continuation is funded.	<b>Baseline:</b> The School of Nursing has one T32 in Technology, providing funding from 7/2005 through 6/2010.

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preparation for academic/research careers	<p>Establish process to enhance mentoring and scholarly productivity of PhD and Post Doctoral students.</p> <p>Assure financial support for new doctoral students.</p> <p>Expand financial resources for PhD students by encouraging grant applications in response to calls from funding agencies and sponsors.</p> <p>Develop strategic plan to expand enrollment in the PhD program (meeting with undergraduates and determine impact, etc.) contingent upon PhD assessment program.</p>	<p><i>Source: Center for Research and Evaluation</i></p> <p><b>YR 1 Results:</b> Implemented the second T32 in Genetics that provides funding from 9/2006 through 8/2011.</p> <p><b>YR 2 Results:</b> Number of students enrolled in T32 in Genetics = 3 students; T32 in Technology = 3 students</p> <p><b>YR 3 Results:</b> Number of students enrolled in T32 in Genetics = 4 students; T32 in Technology = 3 students. Oncology T32 proposal submitted March, 2009.</p> <p><b>YR 4 Results:</b> Both competing continuations were submitted and reviewed. Although official funding decisions are still pending, the genetics T 32 had an excellent score and it likely to be funded. The Technology T 32 was scored but no funding decisions have been made at this point</p> <p>The oncology T32 was funded and is being implemented.</p> <p>A commitment has been made to support fulltime PhD students with a TA/TF position unless there are opportunities for securing a GSR position with a faculty. Given that the School received a 3rd T32 in Cancer Survivorship, other resources for supporting additional students became available.</p>
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		While PhD students have been apprised of the availability of a short term (summer) and the long term 1 year T32 opportunities through the CTSI T32, none have applied. The short term T32 will not be offered after this coming summer (2011)  <i>Source: Associate Dean for Scientific and International Affairs</i>
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2b) Open and expand the professional Doctorate (DNP) for advanced practice nurses, including nurse practitioners, clinical specialists, administration, and nurse anesthesia	<p><b>YR 5 Strategies:</b> Obtain approval for BSN-DNP-PPCNP area of concentration from PA State Board of Nursing.</p> <p>Seek approval for the BSN-DNP Anesthesia DNP from Council of Accreditation of American Association of Nurse Anesthetists.</p> <p>Identify recruitment goals for DNP admissions.</p> <p>Continue to pursue funding/scholarship opportunities for full-time DNP students.</p> <p>Modify curriculum to for students and current practitioners be in compliance with AACN Consensus model.</p> <p>Implement online post MSN DNP option.</p>	<p><b>YR 4 Results:</b> The Provost's office is in communication with the School about the revised curriculum plan that was submitted in May 2010. Once that approval has been obtained, then we will move forward with revising the earlier draft document that was prepared for submission to the State Board. This will require some modifications given the changes in the courses and faculty and the need to get updated letters of support, etc.</p> <p>Decision to pursue BSN-DNP in Anesthesia pending; timeframe 2025</p> <p>University approval obtained for post MSN DNP online</p> <p>The PA State Board recently held a meeting to discuss how the Consensus Model will be implemented in the State. We are reviewing our curriculum to be sure we are in compliance with the new ANP names and content.</p> <p>The online proposal was submitted and approved. Students are being admitted to the online post-MSN DNP.</p>
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<p>2c) Market and expand the generalist MSN (Clinical Nurse Leader) focusing on recent graduates and RN/BSN completion students both in and out of the Pittsburgh area.</p>	<p><b>YR 5 Strategies:</b></p> <p>Identify potential funding sources to establish scholarships for CNL students.</p> <p>Review targeted recruitment plan for the CNL Area of Concentration-both onsite and online and modify as indicated.</p> <p>Continue to utilize the virtual recruitment center within the Student Services Office.</p> <p>Continue implementation of the on-line version of CNL concentration. Implement development of remaining courses.</p> <p>Develop the advisement to recruit seniors into the CNL program.</p>	<p><b>Baseline:</b> The pilot Clinical Nurse Leader (CNL) Sub-specialty initiated; 10 FTE students enrolled.</p> <p>Source: Associate Dean for Clinical Education</p> <p>Full scholarships from PHEF were attained for 100% of CNL students for each of the 3 terms.</p> <p>Source: Associate Dean for Student &amp; Alumni Services</p> <p>Release time and tuition support for CNL completion was provided by UPMC.</p> <p>Source: Associate Dean for Clinical Education</p> <p><b>YR 1 Results:</b> Completed the pilot CNL pilot project.</p> <ul style="list-style-type: none"> <li>• Established a CNL student cohort with UPMC St. Margaret.</li> <li>• Graduated 8 CNL students in December 2006.</li> <li>• Developed a CNL marketing brochure and draft web site.</li> </ul> <p>Faculty voted to retain CNL as ongoing graduate sub-specialty. Scholarship funding through UPMC and Pennsylvania Higher Education Assistance Agency has been obtained for academic year 06-07.</p> <p><b>YR 2 Results:</b> Continued to identify potential funding sources and begin</p>
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		<p>cultivation process to establish new scholarships for CNL students</p> <p>Continued the relationship with UPMC St. Margaret and discussed additional partnerships.</p> <p>Recruited students into the RN-Options early admission to MSN curriculum.</p> <p>Engaged in active recruitment of at least 8 CNL students, focusing on recent graduates and RN/BSN completion students</p> <p>Developed marketing strategies for the SON CNL Subspecialty.</p> <p><b>YR 3 Results:</b> Established Pitt Online website, resources, and first term courses for CNL.</p> <p>Sponsored 2 virtual open house events June, 2009.</p> <p>Attended recruitment events at several local acute care hospitals.</p> <p>Placed ads in Hospital News, University Times, and local newspaper of the 4 rural counties of Pitt branch campus locations.</p> <p><i>Source: Associate Dean for Student &amp; Alumni Services; Associate Dean for Clinical Education</i></p>
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		<p><b>Year 4 Results:</b> Admitted first CNL student cohort (5 students).</p> <p>Virtual recruitment program, including open houses, active</p> <p>Development of CNL courses into online format continues</p> <p><i>Source: Assistant Dean for Student Services; Associate Dean for Clinical Education</i></p>
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2d) Obtain resources necessary to expand and sustain expansion of the Nurse Anesthesia major	<p><b>YR 5 Strategies:</b> Recruit full complement of nurse anesthesia faculty.</p> <p>Continue partnership with UPMC Department of Anesthesia to support two loaned faculty at 80% effort.</p>	<p><b>Baseline:</b> Sought opportunities for financial support for Nurse Anesthesia MSN Degree.</p> <p>Source: Associate Dean for Student/Alumni Services</p> <p><b>YR 1 Results:</b> Department of Anesthesia loaned two positions at 80% of their effort as Nurse Anesthesia faculty. Both positions have been filled.</p> <p>32 anesthesia students were admitted in Fall 2006 and 22 were admitted in Spring 2007.</p> <p><b>YR 2 Results:</b> Department of Anesthesia loaned two positions at 80% of their effort as Nurse Anesthesia faculty. Both positions have been filled.</p> <p>Continued biannual admission into the Nurse Anesthesia</p>
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		<p>major and evaluate its financial and faculty impact and characteristics of students upon admission.</p> <p><b>YR 3 Results:</b> Continued partnership with UMPC Department of Anesthesia to support two loaned faculty at 80% effort.</p> <p>Collaborated with UPMC on the design of pre-anesthesia structured clinical rotations.</p> <p>Admitted 23 students in Sept 2008; admitted 23 students January 2009.</p> <p>Initiated preliminary work for AANA accreditation self-study report.</p> <p><b>YR 4 Results:</b> Biannual admissions continue.</p> <p>Two loaned faculty from UPMC at 80% effort in place currently</p> <p><i>Source: Associate Dean for Clinical Education</i></p>
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2e) Continue to recruit high quality, highly motivated, and diverse students	<p><b>YR 5 Strategies:</b> Continue to meet or exceed established admission goals for new applicants and transfer students to the school of nursing.</p> <p>Establish plan to increase enrollment of students beyond South Western PA region.</p>	<p><b>Baseline:</b> Recruitment efforts are limited due to three vacant SSO positions.</p> <p>Diversity Profile:</p> <ul style="list-style-type: none"> <li>Undergraduate program: Male 12%, non-white 8%, &amp; out-of-state 9%.</li> </ul>
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	<p>Establish trimester enrollment goals for each undergraduate track, major/area of concentration and PhD program, and establish system to track these on a routine basis.</p> <p>Continue to implement an aggressive recruitment campaign targeting qualified and diverse prospective transfer students, Second Degree students, RN Options students and graduate students.</p> <p>Continue to monitor diversity profiles for each program that meet SON's admissions criteria and increase proportion of diverse student body.</p>	<ul style="list-style-type: none"> <li>• Graduate programs: Male 16%, non-white 8%, &amp; out-of-state 11%.</li> </ul> <p>Source: Associate Dean of Student &amp; Alumni Services</p> <p><b>YR 1 Results:</b> Hired Associate Director of Recruitment, Associate Director of Undergraduate Student Services, and RN Options Coordinator.</p> <p>Developed an aggressive SSO recruitment campaign that targets diverse prospective transfer, Second Degree, and Graduate students.</p> <p>Recruitment staff represented the School of Nursing in 68 external recruitment events. The focus of 35 of these external events was to attract potential RN Options, Accelerated 2nd Degree, Master's and Doctoral students.</p> <p>Six of the external events were specifically focused on Master's and Doctoral students, including International candidates.</p> <p>There were six informational sessions (3 each in the fall and spring terms) that focused on Accelerated 2nd degree, RN Options, Master's and Doctoral programs.</p> <p>Diversity Profile:</p> <ul style="list-style-type: none"> <li>• Undergraduate program: Male 12%, non-white 10%, &amp; out-of-state 13%.</li> <li>• Graduate programs: Male 16%, non-white 11%, &amp; out-of-state 12%.</li> </ul>
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		<p><b>YR 2 Results:</b>          Focused admission on the RN-options-early admission to MSN.</p> <p>Sought targeted recruitment of University of Pittsburgh-Titusville students into the RN-MSN track.</p> <p>Continued to align admission requirements with the University requirements.</p> <p>Continued to track diversity profiles for each program.</p> <p>Continued to develop an aggressive SSO recruitment campaign that targets diverse prospective transfer students, Second Degree, and RN Options students.</p> <p>Responded aggressively to prospective students for undergraduate and graduate programs.</p> <p>Sent cards and personal letters from current School of Nursing students to prospective students who have inquired about a program.</p> <p>Develop strategies for recruiting diverse populations which includes males.</p> <p>Increased admission requirements (SAT scores =&gt;1200, GPA =&gt; 3.3, Class rank 1/5).</p> <p>Source: Associate Dean of Student; Alumni Services</p>
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		<p><b>YR 3 Results:</b>  Change the admission criteria for the internal and external transfer students to a minimum GPA of 3.0 and a B- or higher in college science subjects.</p> <p>83% of graduating seniors anticipate returning to graduate school.</p> <p><i>Source: Associate Dean of Student; Alumni Services</i></p> <p><b>YR 4 Results:</b>  Visits completed to first-term and last-term ADN students at CCAC and WCCC (which is in close proximity to UPG); routinely attend hospital career/education fairs / Nurse's Week activities / Magnet Fair at local hospitals; increased number of phone inquiries reported.</p> <p>Admission criteria revised based on the previous admission.  Minimum SAT score increased from 1100 to 1150 with GPA of 3.75 or above  Profile of the admitted high school students: 121 (86 PA; 35 OOS)  SAT – Verbal = 617; Math = 629; Writing = 614  Class rank – 62% top 10</p> <p>Demographics  Total enrolled – 1028 (increase by 8%)  Female – 88%  Non-white – 14%  Out of state (OOS) – 18% (increased by 24%)  Retention rates among the AA – 100%  Graduation – 266 (BSN – 162; MSN -95; PhD – 1; DNP – 4;</p>
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		Certificate -4)  <i>Source: Assistant Dean for Student Services</i>
2f) Expand flexibility of the undergraduate program.	<b>YR 5 Strategies:</b> Continue to promote flexibility in scheduling by offering full junior and senior nursing course complement in the summer term.  Continue the structures method to apprise undergraduate students of advance practice roles.  Explore feasibilities of sophomore courser and selected freshmen courses.	<b>Baseline:</b> 5-6 undergraduate courses are offered during Summer 2006.  Faculty contracts are being modified to enable increased summer offering of sophomore nursing undergraduate courses beginning Summer 2007.  Source: Office of the Dean  <b>YR 1 Results:</b> Faculty contracts were modified to enable increased summer offering of sophomore nursing undergraduate courses beginning Summer 2007. Chemistry was offered during the Fall and Spring semesters.  Source: Office of the Dean  <b>YR 2 Results:</b> Continued to offer full sophomore nursing course complement for the summer term.  Continued collaboration with the College of Arts and Sciences to offer Chemistry twice per year.  Review prerequisite requirements for undergraduate courses and revise.

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		<p><b>YR 3 Results:</b> Discontinued full sophomore nursing course complement for the summer term; continued to offer full junior and senior nursing course complement for summer term.</p> <p>Recruited and offered admission to spring term 2nd degree BSN cohort of 28 students.</p> <p><b>YR 4 Results:</b> Both junior and senior year courses will be offered this summer for second degree accelerated students as well as first degree accelerating students.</p>
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2g) Expand scholarly international opportunities for students	<p><b>YR 5 Strategies:</b> Establish additional opportunities for international study, including exploring opportunities for study abroad at all UPMC international facilities.</p> <p>Pursue additional study abroad opportunities through other international affiliations.</p> <p>Explore opportunities to include students in faculty international research activities.</p> <p>Build scholarship support for students to travel abroad.</p> <p>Work with other Pitt developed and sponsored programs to explore opportunities to integrate nursing students and health care focused learning opportunities into existing University programs.</p>	<p><b>Baseline:</b> Students had the opportunity to study internationally in two locations: Palermo, Italy, and Basel, Switzerland.</p> <p><b>YR 1 Results:</b> Investigated opportunities for international study in China, Singapore, Kenya, and the United Kingdom.</p> <p><b>YR 2 Results:</b> Continued to investigate opportunities for international study.</p> <p>Implemented partnership with the Birmingham City University, UK.</p> <p>Sought funding to support student international experiences.</p>
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		<p>Established and utilized a new clinical site for anesthesia students at Angkor Hospital for Children in Siem Reap, Cambodia.</p> <p><b>YR 3 Results:</b> University approval for study abroad/exchange program to UK.</p> <p>Six undergraduate students completed study abroad to Italy.</p> <p>Two undergraduate students completed study abroad to Basel Switzerland .</p> <p>Two doctoral students accepted for admission to University of Basel summer research workshop.</p> <p>Two students completed clinical placement in Cambodia.</p> <p>Preliminary planning to establish anesthesia clinical placement site in Bhutan.</p> <p><b>YR 4 Results:</b></p> <p>Last summer, Dr. Helen Burns took 4 undergraduate students to Birmingham for 2 weeks.</p> <p>Work is in progress to develop a Scholarship endowment to fund students who wish to have an international nursing experience.</p> <p><i>Source: Associate Dean for Scientific and International</i></p>
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		<i>Affairs</i>
2h) Establish global competence as a key learning outcome for students at all levels	<p><b>YR 5 Strategies:</b> Establish task forces to develop international learning outcomes for undergraduate, MSN, DNP and PhD students.</p> <p>Present the developed outcomes to the various councils, the departments and TFO for approval.</p> <p>Review current the current curriculum at each level and integrate additional learning activities to support achievement of the outcomes, as well as assignments to assess their achievement.</p>	New strategy in YR5
2i) Expand and evaluate evolving educational technologies	<p><b>YR 5 Strategies:</b> Establish a SON technology committee to assess current status, identify priorities, and develop a strategic plan for technology use in SON.</p> <p>Explore the implementation of selected educational technologies, i.e. HER Educational Package.</p> <p>Evaluate teaching and learning outcomes of technology within School.</p>	<p><b>Baseline:</b> Simulation/WISER experiences are included in courses at the undergraduate and graduate level.</p> <p>Educational application of Typhon is in the early implementation phase in NP courses and well established in CRNA courses.</p> <p>Source: MSN/DNP Faculty</p> <p><b>YR 1 Results:</b> Implemented Typhon logs and expanded use in the MSN/DNP programs.</p> <p>Investigated the use of wireless technologies that</p>

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		<p>complement curricula at all levels.</p> <p>Source: Associate Dean for Clinical Education</p> <p><b>YR 2 Results:</b> Continued the use of Typhon logs and student portfolios in the undergraduate program.</p> <p>Investigated technologies that complement curricula at all levels.</p> <p>Continued web enhanced courses.</p> <p>Student response system installed in Room 125.</p> <p><b>YR 3 Results:</b> Continued the use of Typhon logs and student portfolios in the clinical (NA, NP,CNS) MSN program.</p> <p>Decision to discontinue Typhon system for undergraduate students.</p> <p>Instituted a structured plan for rotating undergraduate students during medical-surgical rotations to different faculty, facilities, and specialty units.</p> <p>Began planning to explore creation of alternative clinical experiences and skills lab for junior and senior level..</p> <p>Instituted change to present course content for NUR 1281 and NUR 1282 to occur concurrently with the weekly clinical learning goals.</p>
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		<p>Revised format of the Transitions course student goal sheet to focus on measurable outcomes.</p> <p>Continued web enhanced courses; SON selected as one of two academic units to pilot test online option for CNL area of concentration.</p> <p>Instituted CICL brown bag lunch series; monthly Teaching and Learning series.</p> <p>Upgraded SON simulation lab to be consistent with WISER software and programming.</p> <p>Conducted assessment to update SON skills lab and simulation lab.</p> <p><b>YR 4Results:</b> After pilot testing the program and reviewing student and faculty feedback, it was determined that the system does not meet the needs of the undergraduate program.</p> <p>In lieu of Typhon, clinical learning outcomes will continue to be tracked/documented in the following ways:</p> <ul style="list-style-type: none"> <li>• Students must pass a Performance Examination which is administered on an individual basis and graded by one of the clinical faculty for skills taught in N0081 (includes procedures and physical assessment).</li> <li>• Students must pass a math calculation test with 100% (N0081).</li> <li>• Students must meet all objectives in the clinical</li> </ul>
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		<p>evaluation document (based on level objectives) to pass each clinical course.</p> <ul style="list-style-type: none"> <li>• Hours are documented for each course (Policy 412) and students must make up ill time.</li> <li>• Students are rotated in med surg courses to different facilities and different specialty areas in sophomore, junior and senior courses using an Excel sheet to determine placements.</li> <li>• BSN Level Progression meetings</li> </ul> <p>The CICL holds monthly education sessions related to teaching. Some of these focus on educational technologies. In addition, a variety of Webinars are offered; a portion of these focus on technologies.</p> <p>The idea for an online program in informatics has been discussed with the coordinator; no plan has been developed at this point in time. Proposal for MSN Admin online program currently under review at Office of the Provost</p>
2j) Offer and evaluate a curriculum based on an evidence-based practice foundation at all levels of education	<b>YR 5 Strategies:</b> Review evaluation of the EBP strategy within SON.	<b>Baseline:</b> Five task forces have been established and are expected to complete their work by September 2006.  <b>YR 1 Results:</b> The recommendations of the EBP task forces include: <ul style="list-style-type: none"> <li>• Completion of critical appraisals from students in research courses</li> </ul>

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		<ul style="list-style-type: none"> <li>Separate the 4 credit research course at the master's level into two-2 credit courses</li> </ul> <p>Centralized all tools for EBP on the SON intranet. Trained faculty in the use of these products in courses at BSN, MSN/DNP, and PhD levels.</p> <p>Evaluate and implement task force recommendations.</p> <p><b>YR 2 Results:</b> Continued to evaluate and implement task force recommendations.</p> <p>Continued to update and improve access to all centralized EBP tools.</p> <p>Initiated the evaluation regarding the implementation of EBP in student &amp; faculty clinical experiences (i.e., using valid and reliable tools to identify clinical questions, develop PICO, conduct literature search, complete critical appraisal, evaluate level of evidence, and incorporate into the plan of care). Linking EBP knowledge and skills among research and clinical courses.</p> <p>First year data self-reported regarding faculty implementation of EBP.</p> <p><b>YR 3 Results:</b> Initiated plan for external review of EBP integration within SON curriculum.</p> <p><b>YR 4 Results:</b></p>
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		Clinical learning outcomes developed for Written Communication and Global Competency; outcome related to discipline-specific outcome in progress with target of May 2010 <i>Source: Office of the Dean</i>
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2k) Maintain the assessment and progression system for undergraduates.	<b>YR 5 Strategies:</b> Evaluate student stability in test results over time. (* Student Svcs process development) – look at data different way, scatter plots, rather than aggregate data.	<p><b>Baseline:</b></p> <p>Evaluated comprehensive review and exam packages</p> <p>Offered NCLEX review course</p> <p>NCLEX pass rates: 2004 = 78/95 (82%); 2005 = 115/131 (88%)</p> <p>HESI specialty exams replaced NLN as end of course exam</p> <p>HESI end of program pass rates (prior to comprehensive exam requirement): Spring 2006 = 1/1 (100%)</p> <p>BSN Level Progression meetings were established to identify students' progression toward meeting, exceeding, or not meeting level objectives as they progress through the program.</p> <p><b>YR 1 Results:</b> Implemented BSN Comprehensive Examination Policy, making BSN degree conferral contingent upon obtaining a minimum score of 850 on the comprehensive examination for all students entering the track in the 2003-2004</p>
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		<p>academic year</p> <p>Extended APG committee responsibilities to include BSN comprehensive examination administration</p> <p>Assigned a faculty member to coordinate review and remediation for comp exam</p> <p>Used results of comprehensive exam to identify deficiencies in the curriculum (e.g., content regarding orthopedics and OB added)</p> <p>BSN comprehensive exam first time pass rates:          Summer 2006 = 14/16 (87.5%)          Fall 2006 = 1/9 (11.1%)          Spring 2007 = 63/95 (66.3%)          NCLEX pass rates: 2006 (133/136 = 98%)</p> <p>BSN Level meetings continued with the goal of identifying student progression through the program.</p> <p>Finalized policy and procedure for BSN Level Progression meetings</p> <ul style="list-style-type: none"> <li>• Student issues identified during the evaluation meetings used to guide advisors, make clinical assignments and develop action plans to promote students' progress</li> </ul> <p>Program issues identified during the evaluation meetings used to improve the BSN program overall. (e.g., the need to identify clear and comprehensive level objectives, outcomes and professional behaviors for BSN students)</p>
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		<p><b>YR 2 Results:</b>          Incorporated specialty exams (HESI) into relevant courses across all levels of the track (each specialty exam to be counted as 15% of course grade)</p> <p>Evaluated the acceptance and impact of all features of the HESI package</p> <p>BSN comprehensive exam first time pass rates:          Summer 2007 = 19/30 (63.3%)          Fall 2007 = 10/14 (71%)          Spring 2008 = 55/100 (55%)</p> <p>NCLEX pass rates: 2007 104/113 (92%)</p> <p>Faculty continued BSN Level Progression meetings to identify students requiring additional support or challenge opportunities.</p> <p>Continued to evaluate the impact of the BSN Level progression meetings on improving individual student's success and the BSN program overall</p> <p>Enhanced the role of faculty advisors in overseeing students' progression across all levels of the program especially students who are consistently in need of additional academic support.</p> <p>Identified "Professional Development" objective(s) for BSN students</p>
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		<p>Developed a system for tracking student achievement of “Professional Development” (e.g., code of behavior) objectives.</p> <p>Revised academic advising strategies.</p> <p><b>YR 3 Results:</b>          BSN comprehensive exam first time pass rates: 78.18%          Summer 2008 = 72.73          Fall 2008 = 81.82          Spring 2009 = 78.41          Set goal of &gt;80% first time BSN comp exam pass rate.</p> <p>NCLEX pass rates: 2008 96%          Set goal of &gt;90% first time NCLEX pass rate.</p> <p>Continued to evaluate the impact of the BSN Level progression meetings on improving individual student’s success and the BSN program overall          Set goal that &gt;95% of students meet or exceed objectives</p> <p>Transferred undergraduate student advisement from faculty advisors to SSO staff advisors to increase access, consistency and student satisfaction of advisement.</p> <p>Implemented SON code of conduct (policy # 307).</p> <p><b>YR 4 Results:</b>          The practice of reassigning undergraduate students to a faculty advisor at the beginning of the Junior level was discontinued in the Fall of 2008. Since then, each traditional undergraduate student is assigned to one dedicated</p>
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		<p>academic advisor from the Student Services Office, for the entirety of the program. The scope of advisement has been broadened to include preparation for Graduate School, Career Planning and preparation for the hiring process, Honors College, OCC, Scholarships, general campus and professional services resources. Although student volume is high, it is easier to establish a working relationship and an individualized plan with each student. Students have expressed satisfaction with their advisement to Student Services via a number of formal and informal surveys, as well as through emails and personal letters of thanks. Student Services also developed a Career Mapping Program to assist students in preparing for various graduate specialties in Nursing.</p> <p>The following HESI exams were eliminated in 09-10: Critical Care, Community, Management, Mid-Curricular. The Critical thinking exam was retained.</p> <p>First time pass rates of BSN Comps as follows: Summer 09:48.15%; Fall 09: 63.63%; Spring 2010 70.3%</p> <p>NCLEX pass rate 2009: 95%</p> <p>Level Progression meetings continue in April and December annually</p> <p><i>Source: Admission, Progression and Graduation Committee</i></p>
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2) <u>Modified Goal</u> Successfully complete	<b>YR 5 Strategies:</b> Complete review by fall 2010.	<b>Baseline:</b> Successfully demonstrated continued compliance with
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external review of SON PhD program		<p>CCNE standards and continued advancement of the BSN, MSN and DNP programs.</p> <p><b>YR 1 Results:</b> Continued compliance with CCNE standards.</p> <p><b>YR 2 Results:</b> Developed a process for continuous quality improvement.</p> <p>Created templates for annual program quality reviews. Developed working plans for 2009 CCNE accreditation.</p> <p><b>YR 3 Results:</b> SON completed CCNE self-study report; onsite survey team review with no recommendations.</p> <p><b>YR 4 Results:</b> CCNE reaccreditation attained.</p> <p>SON completed Council on Accreditation (COA )self-study report; onsite survey team review with no recommendations.</p> <p><i>Source: Office of the Dean; Associate Dean for Clinical Education</i></p>
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2m) Demonstrate compliance with the following for undergraduate students: University of Pittsburgh	<b>YR 5 Strategies:</b> Conduct curriculum crosswalks with newly approved BSN and MSN Essentials and evaluate areas for curriculum revision.	<p><b>Baseline: None – New goal in YR 2.</b></p> <p><b>YR 1 Results:</b> None – New goal in YR 2.</p> <p><b>YR 2 Results:</b></p>
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<p>Provost Key Attributes; American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Nursing Education; NCLEX test plan (undergraduate); Institute of Medicine (IOM) core competencies; and Quality and Safety Education for Nurses (QSEN) Competencies</p> <p>For Master's Students: The Essentials of Master's Education for Advanced Practice Nursing, National Task Force criteria (2008); For Doctor of Nursing Practice students: The Essentials of Doctoral Education for Advanced Nursing Practice.</p>	<p>Conduct crosswalk of courses for Advanced Practice Nurses with newly approved AACN Consensus Model.</p>	<p>Reviewed curriculum to ensure continued compliance.</p> <p>Reviewed and revise curriculum committee roles and responsibilities.</p> <p>Assessed and revise the undergraduate and master's level curriculum.</p> <p><b>YR 3 Results:</b> Established policy for review of all SON courses every three years.</p> <p><b>YR 4Results:</b> Crosswalk reviews conducted every three years, including compliance with BSN and MSN Essentials.</p> <p>Crosswalk of courses for APRN Consensus Model pending confirmation of guidelines</p> <p><i>Source: BSN Council Curriculum Committee; MSN/DNP Council Curriculum Committee</i></p>
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<p>2n) Expand the continuing education (CE) program for nurses, emphasizing initiatives for</p>	<p><b>YR 5 Strategies:</b> Develop, establish and sustain a systematic electronic process for continuing nursing education data collection. This process will include data from the point of activity development through post activity</p>	<p><b>Baseline:</b> The following CE offerings have been implemented from July 2005 to June 2006:</p> <ul style="list-style-type: none"> <li>• 3 – Fast Track Back (N =39) RN Return to Workforce</li> </ul>
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<p>nurse educators, advanced practice nurses, school nurses, and administrators as well as offer preparation for return to work for RNs currently out of the field.</p>	<p>evaluation. This data will be used to assess if the activity met the objectives, and provide needs assessment information necessary for planning future educational activities. To be initiated by September 2010.</p> <p>Collaborate with interprofessional colleagues (SHRS), leaders (UPMC Leadership), stakeholders (UPMC Health Plan), and others (School Nurses) to facilitate CNE activities that result in positive outcomes for learners. Increase provided CNE offerings by at least 10% in 2010-2011. Renew contract with UPMC Health Plan to provide monthly CNE for case managers. Establish monthly pharmacology and clinical practice update series for advance practice nurses. Increase use of distance education capabilities to provide CNE to branch campuses. (Pharmacology to Pitt Greensburg) Increase number of online CNE activities by 5 for 2010-2011. (Pre-proposal for online programs submission)</p> <p>Provide consultation to professional groups/organizations (People to People, Wellcoaches, ISONG) to assist them in establishing a plan, coordinate educational initiatives and activities, and employ strategies and techniques to promote positive CNE outcomes. Increase co-provided CNE offerings by at least 10% in 2010-2011.</p> <p>Refresh CNE section on the School of Nursing website, revise and update information as needed and maintain a current calendar of CNE events. To be</p>	<ul style="list-style-type: none"> <li>• 1 – Pharmacology Update (N =112) advanced practice nurses</li> <li>• 1 – Horizons Conference (N =48) Annual Program for Staff nurses</li> <li>• 39 – CE Co-provided programs for nurses</li> <li>• Total number of contact hours: 1,135.1</li> <li>• Total number of RN's attending all events: 1,382</li> <li>• Total number of contact hours awarded for all CNE activities: 19,083.1</li> </ul> <p>CE funded: \$2,500 for Fast Track Back and \$2,000 from SON for EBP CE with school nurses.</p> <p><b>YR 1 Results:</b> The following CE offerings have been implemented from July 2006 to June 2007:</p> <ul style="list-style-type: none"> <li>• 2 – Fast Track Back (N =30) RN Return to Workforce</li> <li>• 1 – Pharmacology Update (N =70) advanced practice nurses</li> <li>• 1 – Horizons Conference (N =118) Annual Program for Staff nurses</li> <li>• 93 – CE Co-provided programs for nurses</li> <li>• Total number of contact hours: 960.70</li> <li>• Total number of RN's attending all events: 2,366</li> <li>• Total number of contact hours awarded for all CNE activities: 19,587.58</li> </ul> <p>CE funded: Two CE-related grants were secured. The ABCD-iet Program grant from HRSA was initiated in July, 2006 and first year requirements have been completed.</p>
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	<p>initiated by November 2010.</p> <p>To seek external funding sources to support continuing nursing education. To submit HRSA grant 2010-2011.</p>	<p>The Exercise Knowledge in Oncology Nurses grant from ONS was obtained in March, 2006, and the first module is ready for uploading to Course Web. Both grants offer online continuing education for school nurses to target youth obesity and for oncology nurses to learn about exercise applications in women with breast cancer, respectively. An additional three HRSA grants were submitted offering a CE component (READY-Girls; TKC-A; and Education and Technology). These grants are awaiting final decision.</p> <p><b>YR 2 Results:</b> Offer Fast Track Back Program via distance education through the University of Pittsburgh-Johnstown</p> <p>Expand the annual Horizons Conference to be a competitive, invitational conference focused on evidence-based practice (Lisa Bernardo)</p> <p>Develop at least one on-line CE offering: V. Swigart: Ethics D. Charron-Prochownik: Pre-Conception Counseling</p> <p>Seek external funding for four CE offerings</p> <p><b>YR 3 Results:</b></p> <ul style="list-style-type: none"> <li>Onsite programs included: Pharmacology Update for APNs, Annual Horizons Conference, 2 Fast Track Back session, and through a HRSA grant: Emerging Learning and Integrated Technologies Education (ELITE) sponsored 4 workshops targeting baccalaureate nursing faculty. Topics included: Foundations of Simulation for</li> </ul>
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		<p>Nurse Educators: Building a Toolkit and Advanced Concepts, Moving the Classroom into the 21<sup>st</sup> Century: Innovations in Distance Education, and Basics of Telehealth: Applications in Nursing Education.</p> <ul style="list-style-type: none"> <li>• PA Labor and Industry funding supported the development of an online CNE for Clinical Preceptors. Ethics for Nurses was also offered online.</li> <li>• Received approval as an ANCC provider. The school will no longer use PSNA for CNE activities.</li> <li>• Continued to gather needs assessment data from the CNE website .</li> <li>• Total number of contact hours 511 a 32% decrease</li> <li>• Total number of RN attendees 2434 a 21% increase</li> <li>• Total number of CNEs awarded to RNs 12,433.74 a 7.4% increase</li> </ul> <p><b>YR 4 results:</b></p> <ul style="list-style-type: none"> <li>• The number of CE offerings increased by 26.4% for 2009-2010.</li> <li>• In addition to Fast Track Back, the Annual Horizons conference and the ELITE workshops, CNE initiated a monthly series with the UPMC Health Plan, and hosted a visit by Dr. Patricia Benner.</li> <li>• There were a total of 63 programs offered: 36 co-provide and 27 provided.</li> <li>• Total number of CE's offered = 646.25 (+26.4%)</li> <li>• Total number of RN's = 2,705 (+11%)</li> <li>• Total number of CE's awarded = 17,115.6 (+37.7%)</li> </ul> <p>CNE continues to seek opportunities to secure external funding for activities. The monthly UPMC Health Plan</p>
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		series is an example of a new funding source for 2009-2010.  Data collection occurred in 2009-10.  A systematic evaluation process was developed for online CE activities. A seamless process provides CE content, then requires taking the post test, leading to participant feedback (evaluation), ending with the availability of a personalized certificate of participation.  <i>Source: Director of Continuing Education</i>
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**STUDENT SERVICES**

2o) Support the recruitment of a diverse body of highly qualified and motivated students, with a particular emphasis on graduate recruitment	<p><b>YR 5 Strategies:</b> Continue to contact and follow-up on 80% of graduate prospective students from our inquiry database (utilizing available technology). Ask potential applicants how they found out about the graduate program.</p> <p>Improve the ease of access to the School of Nursing web pages to improve recruitment which includes curriculum plans and course descriptions. Refer to web pages during recruitment.</p> <p>Continue sharing prospective students on a monthly basis with area of concentration coordinators.</p> <p>Recruitment strategies include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Career mapping (6/yr)</li> <li>• Information Sessions – 6/yr</li> <li>• Open House – 1 (school wide)</li> </ul>	<p><b>Baseline:</b> Recruit New Associate Director of Recruitment</p> <p>Attend strategic conferences geared towards recruiting potential students to the school and involve faculty in the recruitment efforts.</p> <p>Continue utilizing AllSchoolNursing.com Website for recruitment</p> <p>Create a module for tracking prospective students</p> <p><b>YR 1 Results:</b> - Associate Director of Recruitment was hired. - The position of Marketing specialist was re-designed to fit in the recruitment coordinator - Collaborated with OAFa in 15 event related to prospective internal and external transfer students, and 9</p>
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	<ul style="list-style-type: none"> <li>• Virtual Open House (Webex) CNL/DNP – 2 per month</li> <li>• School of Nursing Open hour – No appointment (every Monday and Friday, 2-3pm)</li> <li>• Transfer Sessions (weekly, Tues. @ 4:30)</li> <li>• Collaborate with OAFa on events (e.g., So you want to be . . .)</li> <li>• Attend targeted conferences (magnet, American Black Nurses Association)</li> </ul> <p>Use the Continuing Education platform that exists to:</p> <ul style="list-style-type: none"> <li>• Send targeted email blasts to hospital Unit Directors</li> <li>• Collaborate with student organizations (NSNA, DNSO, PhD Council) and volunteer graduate students</li> </ul> <p>Utilize current contacts to advertise advanced career advancement in the school</p>	<p>events specifically for the newly admitted students</p> <ul style="list-style-type: none"> <li>- Instituted information session for all the programs, PhD, DNP, RN-options, 2<sup>nd</sup> Accelerated Degree, and transfer students</li> <li>- Participated in 68 external recruitment events,</li> <li>- Revised brochure to elaborate on differences between RN/LPN/NA/PA and the requirement for acceptance into BSN program.</li> <li>- Monthly and Annual reports from the AllschoolsNursing.com enhanced prospective student recruitment contacts</li> </ul> <p>Process is underway to integrate the student prospective module with the AllNursingSchools.com into the entire inquiry shadow database that Student Services Office utilizes at the moment.</p> <p><b>YR 2 Results:</b> Continued utilizing the monthly and annual reports from the AllschoolsNursing.com to enhance recruitment contacts on the prospective students.</p> <p>Continued working on the recruitment prospective module with the collaboration of ApplyYourself Company. The Prospective Module was not completed. ApplyYourself merged with another company, The Hobsons, which introduced features that need to be incorporated into the construction and planning. Project carried forward to Year 03.</p> <p>Concentrated on recruitment of graduate students as well as placing ads in strategic papers to attract students of all</p>
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		<p>levels.</p> <p>Enhanced recruitment by utilizing the skills from the new Associate Director of Recruitment.</p> <p><b>YR 3 Results:</b>          Ended use of the AllNursingSchools.com as a source to recruit prospective students.</p> <p>Internal recruitment activities:          - 6 graduate program information sessions provided – 130 prospective students attended. Other recruitment activities included : Horizon conference, pharmacology update, Anesthesia Annual meeting, career fair, preceptor dinner, school open house, etc</p> <p>Total of 74 External events:          -37 events targeted High School, Transfers, Accelerated 2<sup>nd</sup> degree, etc          -37 events targeted RN options, Master’s and Doctoral students. Some of the important events attended were:          NIH Graduate &amp; Professional School Fair, National State of the Science Congress, Eastern Nursing Research Society annual meeting, Greater Pittsburgh Annual Nursing Research Conference, the graduate school fairs at Hopkins, Howard, Penn, Yale and Michigan, Diversity Job Fair, National Black Nurses Association annual meeting, the National Coalition of Ethnic Minority Nurse Associations (NCEMNA) annual meeting, Howard University’s graduate education fair</p> <p>Collaborated with Health Sciences Diversity Office who</p>
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		<p>attended recruitment events on behalf of the school.</p> <p>Continued working on the collaboration between Titusville campus to recruit students into the RN Options (Early Admission to MSN) track</p> <p><i>Source: Associate Dean of Student/Alumni Services</i></p> <p><b>YR 4 Results:</b>  Recruitment: The recruitment strategies were refined to address the following priorities:</p> <ul style="list-style-type: none"> <li>- Increase Doctor of Philosophy Program enrollment targeting national and international students.</li> <li>- Increase DNP enrollment with specifically, the Post-Masters level.</li> <li>- Increase the Accelerated 2<sup>nd</sup> Degree student enrollment.</li> <li>- Increase minority enrollment.</li> </ul> <p>Implementation:</p> <ul style="list-style-type: none"> <li>- Office of Admissions and Financial Aid– 25 events</li> <li>- Continuing students wrote personal cards to High school admitted students, congratulating them for being admitted to the school.</li> <li>- One open house – 59 participants</li> <li>- Informational sessions – 6 with at least 100 prospective students attending.</li> </ul> <p>SON represents in 71 external events. More than 50% targeted graduate level prospective students.  Specific events attended: Diversity Job Fair, National Black Nurses Association Annual Meeting, the National Coalition of Ethnic Minority Nurses Association (NCEMNA)</p>
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		<p>Annual Meeting, Howard University's Graduate Education Fair, and several high schools with diverse population.</p> <ul style="list-style-type: none"> <li>- Collaborated with the Office of Health Sciences Diversity in recruiting in events where the school was not able to participate.</li> <li>- Events targeting PhD – NIH Graduate and Professional School Fair, National State of Science Congress, Eastern Nursing Research Society Annual Meeting, Greater Pittsburgh Annual Nursing Research Conference, Graduate School Fairs at Hopkins, Howard, Yale, Michigan.</li> <li>- Continue recruiting in VA Hospitals for CNL graduate track.</li> </ul> <p><i>Source: Assistant Dean for Student Services</i></p>
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<p>2p) Support student advisement, registration, scholarship, and other needs of students through direct service or referral</p>	<p><b>YR 5 Strategies:</b> Collaborate with faculty in student academic advisement to monitor progression</p> <p>Encourage students to meet with their academic advisors at least twice a term. Undergraduate students will be informed to utilize the newly developed Advisor system on Courseweb to schedule their advisement meetings</p> <p>Track and support students with academic needs – referrals, tutoring, etc.</p>	<p><b>Baseline:</b> Linking with the registrar's office for better utilization of PeopleSoft. Collaborate with AER to give scholarship awards to students.</p> <p>Adhere to suggestion of assigning students to different curriculum plans beginning with the Freshmen in every spring term.</p> <p><b>YR 1 Results:</b> In collaboration with the department chairs, each faculty was assigned 5-7 students in the junior and senior year level students. A few faculty were assigned the RN-Options</p>
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	<p>Promote scholarship applications among students by sending e-mails, use of website, faculty, advisors, etc.</p> <p>Offer educational development guidelines to students on good academic standing. For Undergraduate students, encourage them to consider graduate level programs.</p>	<p>students with the bulk of them being advised by the Co-Coordinator.</p> <p>Two Advisor orientation workshops were organized at different times in the early parts of the Fall term for the new and old Advisors.</p> <p>Following an update of the PeopleSoft to 8.9, all staff working with PeopleSoft were called for training</p> <p>Calls for internal scholarship application were sent in April to qualified students via e-mails. Reminders were also sent to students and the call was posted on the school's website. Applicants were reviewed by faculty (volunteers) and qualified students awarded scholarships beginning of the month of June for the following academic year 2007-2008.</p> <p>All freshmen were assigned to newly created curriculum plans which take into consideration the possible course tracks that students can follow to graduation.</p> <p><b>YR 2 Results:</b> Worked on improving the student-advisor communication by organizing faculty workshops</p> <p>Held an in-house advisor workshop.</p> <p>Improve attendance at advisor workshops.</p> <p>Established formal mentoring for advisors.</p>
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		<p>Improved student-advisor communication by holding a two day two-hour faculty training sessions.</p> <p>Assigned all Sophomore and Junior students to one of several templates for program plan.</p> <p>All freshmen students were assigned to newly created curriculum plans which take into consideration the possible course tracks that students can follow to complete the BSN degree.</p> <p>Encouraged students to apply for scholarships with assistance from advisors and the faculty. Students were sent reminder e-mails about scholarship application deadlines.</p> <p>A list of these scholarships was also posted in the school's website.</p> <p><b>YR 3 Results:</b> Implemented a new student-advisement approach in Student Services on all pre-licensure students. All undergraduate students are now advised from SSO.</p> <p>A Quality Improvement Plan (QIP) Project was completed which recommended a systematic method of maintaining graduate academic records utilizing a model used by the Anesthesia Area of Concentration Faculty Advisors.</p> <p>A uniform curriculum plan template for all majors and</p>
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		<p>color coded filing system for Admission, Advising, and Evaluation documents are now in use by the Faculty Advisors.</p> <p>Posted internal and external scholarships on the school's website.</p> <p>Undergraduate (internal)</p> <ul style="list-style-type: none"> <li>- No. of Scholarships - 17</li> <li>- Applicants – 62</li> <li>- Awardees - 32</li> </ul> <p>-Graduate (Internal)</p> <ul style="list-style-type: none"> <li>- No. of Scholarships - 16</li> <li>- Applicants – 117 total (97 SON Endowments; 20 Cameos applicants)</li> <li>- Awardees - 32</li> </ul> <p>Recruited undergraduate students into a newly started Undergraduate Research Mentorship Program (URMP)- funding from Provost Office.</p> <p>Applicants – 34          Students assigned to Faculty - 29          Other Inquiries – 15          Participating Faculty – 17          -Students worked between 5-10hrs/week</p> <p><i>Source: Associate Dean Student/Alumni Services</i></p> <p><b>YR 4 Results:</b></p>
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		<p>Adopted the Course web advisor launched by the University to help in tracking the advisement appointments.</p> <ul style="list-style-type: none"> <li>- Students met with their academic advisors at least once during each term.</li> <li>- The e-mail responses to student inquiries improved tremendously</li> <li>- There were minimal referrals by students with severe academic needs.</li> </ul> <p>Graduate keeping records was passed over to advisors and the AOC Coordinator.</p> <p>Scholarship application (endowed)</p> <ul style="list-style-type: none"> <li>-Graduate – 113 applicants (37 awards)</li> <li>-Undergraduate – 62 applicants (32 awards)</li> <li>-Posted available scholarships on the schools website</li> <li>-During the year, 61 students participated in URMP</li> </ul> <p><i>Source: Assistant Dean for Student Services</i></p>
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<p>2q) Continue to develop, maintain, and utilize a comprehensive data base for administrative decision making and for training/education grants</p>	<p><b>YR 5 Strategies:</b> Monitor the effectiveness of using the newly developed paperless admission process – both areas of concentration coordinators and the admitted/rejected students</p> <p>Complete and test (85%) the development of the new in-house database system.</p> <p>Export all data housed in NurseTrac to the new system.</p> <p>Continue responding to requests on student data, for</p>	<p><b>Baseline:</b> Supplied student data to various users as requested</p> <p><b>YR 1 Results:</b> Data were supplied as requested to different parties for decision making and funding to the school, e.g. PHEF, HRSA (Scholarship for Disadvantaged Students). Also instituted a good reporting mechanism for producing data used in proposals seeking funding to support student education</p> <p>Standing queries created for retrieving commonly-inquired</p>
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	<p>decision making in the school or grant applications, from both the in-house database and also from the student data warehouse as needed</p> <p>Collaborate with the AACN centralized application system (NursingCAS) to make the process user friendly for our prospective applicants</p>	<p>data from Student DataWarehouse and also from the NurseTrac</p> <p>Student Services has started developing a prospective module for inquiries in consultation with ApplyYourself.</p> <p><b>YR 2 Results:</b> Continued with the creation of a system of retrieving commonly inquired student data.</p> <p>Continued development of “Apply Yourself” Module. Frequently updated NurseTrac system. Hired a new Data coordinator.</p> <p>Worked with the Center for Research and Evaluation systems analyst on seeking quotations to build a new Student Services Database.</p> <p>Signed off the contract between the School and the developer of the NurseTrac built on FoxPro.</p> <p>Continued planning on replacing NurseTrack System.</p> <p><b>YR 3 Results:</b> Presented information, as needed, to data users in the school as well other consumers with permission from the Dean’s office. Compiled data for the preparation of the following grant proposals: Advanced Education Nurse Traineeship (AENT), Scholarships for Disadvantaged Students (SDS), Training Grants (T32), Graduate Assistance in Areas of National Need (GAAN), National Education Grant program (NEGP), Alumni Surveys</p>
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		<p>Employment Data, etc.</p> <p><i>Source: Associate Dean Student/Alumni Services</i></p> <p><b>YR 4 Results:</b></p> <p>Maintained NurseTrac and started developing the new system based on Oracle platform.</p> <p>Worked with the ApplyYourself co to improve on the on-line application for prospective students.</p> <p>Strategized the use of reporting based on previous data requests.</p> <p><i>Source: Assistant Dean for Student Services</i></p>
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<p>2r) Continue linking up with the Registrar's office on PeopleSoft database and student data warehouse.</p>	<p><b>YR 5 Strategies:</b></p> <p>Continue to collaborate with the Registrar's office on student academic issues</p> <p>Implement the electronic Academic Advisor tool started to help undergraduate students to scheduling meeting with their advisors</p> <p>Coordinate timely submission of graduation forms to registrar's office – e-mails to students, website announcements</p> <p>Collaborate with registrar's office on course and room scheduling for the nursing courses</p>	<p><b>Baseline:</b></p> <p>Hired staff to coordinate and manage the PeopleSoft course and class scheduling for the school</p> <p>Request for PeopleSoft training on new staff in the school dealing with Student data in enrollment and/or registration.</p> <p>Update the faculty and the staff about any changes or new features in PeopleSoft database, especially the faculty Advisors.</p> <p>Produce reports from the Student Data warehouse every term after the grades have been posted to track students with Academic problems. This will help identify students that need to be placed on probation, dismissed and identify</p>
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		<p>those on the edge.</p> <p>Accomplish the setting up of the co-requisites in PeopleSoft.</p> <p><b>YR 1 Results:</b> Hired PeopleSoft course and Class Scheduling Coordinator</p> <p><b>YR 2 Results:</b> Developed a mechanism of assigning class/course schedules for the school.</p> <p>Created a document of all required courses and prerequisites and submit to the Registrar's office</p> <p>Documented courses offered every term in the school for use by the office of the Dean for planning purposes.</p> <p><b>YR 3 Results:</b> Maintained NurseTrac and started development of a new in-house student tracking system</p> <p>Continued providing student information as requested- surveys, grant proposals, decision oriented information by the School's administration, etc.</p> <p>SSO staff were trained on use and application of ApplyYourself</p> <p>SSO staff and graduate faculty advisors attended training on student self registration of classes conducted by the</p>
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		<p>Registrar's office staff.</p> <p><i>Source: Associate Dean Student / Alumni Services</i></p> <p><b>YR 4 Results:</b></p> <ul style="list-style-type: none"> <li>- Self-enrollment of courses was successfully launched. Student Services Office organized self – enrollment training session for all students.</li> <li>- Continued working with the Dean's Office on updating the Bulletin.</li> <li>- Continued exploring for good ways to schedule classes.</li> <li>- Prepared pre-requisite courses and submitted to Registrar's Office.</li> <li>- Developed and implemented an electronic system to submit applications to AOC Coordinator. CICL helped in setting up the shared driver for all the affected faculty and staff.</li> </ul> <p><i>Source: Assistant Dean for Student Services</i></p>
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**3. Contribute to the development of the science supporting nursing practice to promote and improve the health of society.**

<b>RESEARCH AND SCHOLARSHIP</b>		
3a) Support and enrich the research infrastructure	<b>YR 5 Strategies:</b> Develop a survey to gauge communication and ease of access between the school of nursing's grants management staff and faculty and PhD students, to learn about resources they are using and suggestions for improvement, or streamlining in resources for the development and management of research studies.	<b>Baseline:</b> The Center for Research and Evaluation (CRE), the Center for Research in Chronic Disorders (CRCD), and the Clinical Research Suite (CRS) provide the research infrastructure for the School of Nursing.  The CRS was utilized 88 times FY 2006

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	<p>Use the results of the survey to develop research processes to meet the needs of faculty, staff and students.</p> <p>Continue to monitor compliance with OMB circular guidelines.</p> <p>To better educate faculty about resources available within the university and NIH to support research development and implementation.</p>	<p><b>YR 1 Results:</b> Maintained available CRE and CRCD resources.</p> <p>Increased utilization of the CRS. Utilized 186 times FY 2007.</p> <p><b>YR 2 Results:</b> Maintained available CRE and CRCD resources.</p> <p>Increased utilization of the CRS. Utilized 233 times in FY2008.</p> <p>Tracked grant-related support activities</p> <p><b>YR 3 Results:</b> Maintained available CRE and CRCD resources.</p> <p>Utilized CRS 219 times in FY2009.</p> <p>Tracked grant-related support activities</p> <p><b>YR 4 Results:</b> CRE resources have been maintained over the last year.</p> <p>The CRS were used 516 times for a total of 1428 hours, averaging to 2.77 hours per visit with an estimated 43 visits per month.</p> <p>The development of this system remains a work in progress.</p>
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		<p>No monitoring mechanism in place thus far.</p> <p>Communication improvement continues to be a goal that is strived for.</p> <p>Fully executed</p> <p><i>Source: Office of the Dean; Center for Research and Evaluation</i></p>
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<p>3b) Increase the professional and community visibility of the School's research effort and impact.</p>	<p><b>YR 5 Strategies:</b> Examine strategies to increase electronic circulation of "PITT Nurse"</p> <p>Continue to work with the Assistant Director for Public Relations to increase media coverage and disseminating results to clinical partners and the public.</p> <p>Highlight current student and faculty awards and grants on the web from data compiled and shared at each total faculty meeting.</p> <p>Continue to expand the number of undergraduates engaged in research-emphasis areas and encourage presentations at appropriate venues.</p> <p>Examine strategies to increase faculty publication rates.</p>	<p><b>Baseline:</b> Though the Annual Report includes some information about faculty publications, a system is not in place that enables accurate tracking of all faculty publications and presentations. Likewise, there is no system in place for determining the impact of the School's research efforts.</p> <p><i>Source: Annual Report 2004-2005</i></p> <p><b>YR 1 Results:</b> Developed school-wide plan for increasing participation in local media coverage, tracking presentations and publications, and disseminating results to clinical partners.</p> <p>Designed a data monitoring system that extracts dissemination efforts, such as publications and presentations at the local, state, national, and international levels) from merit materials submitted annually by faculty.</p> <p><i>Source: Annual Report 2005-2006</i></p>
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	<p>Increase the proportion of faculty with funded grants</p> <p>Increase the number of graduate student researchers on granted funds.</p>	<p><b>YR 2 Results:</b> Continued to work with the Assistant Director for Public Relations to increase media coverage, tracking presentations and publications, and disseminating results to clinical partners.</p> <p>Increased dissemination of EBP to UPMC nurses.</p> <p>Requested representation from local nursing professional organizations. The resulting Advisory Board informed the SON regarding needed dissemination and training activities.</p> <p>Continued to develop a data monitoring system that extracts research-related information organized by department for the annual report.</p> <p><b>YR 3 Results:</b> Continued to work with the Assistant Director for Public Relations to increase media coverage, tracking presentations and publications, and disseminating results to clinical partners.</p> <p>Increased dissemination of EBP to UPMC nurses.</p> <p>Continued to develop a data monitoring system that extracts research-related information organized by department for the annual report.</p> <p><b>YR 4 Results:</b> Fully executed</p>
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		<p>This process is being developed.</p> <p>32 posters presented at Scholarly Presentations Symposium. The unpublished annual report does not delineate any further information about this.</p> <p>This has not been done; should be included in the SON website development.</p> <p>61 students participated in the University Research Mentorship Program (URMP).</p> <p>Not done yet.</p> <p>Not done.</p> <p>Done by Andrea Fisch with Dr. Dunbar-Jacob.</p> <p>No evidence that this has happened.</p> <p><i>Source: Annual Report; Office of the Dean; Center for Research and Evaluation</i></p>
<p>3c) Emphasize cutting edge and/or high impact research activities, with a focus on building five major areas within and beyond the SON:</p>	<p><b>YR 5 Strategies:</b> Revise research and PhD sections of the website</p> <p>Continue to increase partnerships with additional research-intensive and non-research-intensive universities.</p>	<p><b>Baseline:</b> All research conducted by School of Nursing faculty addresses one or more of these five major areas, and recruitment activities proactively target prospective faculty whose expertise would contribute to the research and educational mission in these five major areas</p>

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<ul style="list-style-type: none"> <li>• <u>Behavioral management of chronic disorders</u></li> <li>• <u>Patient management during hospitalization</u></li> <li>• <u>Informatics to improve health outcomes</u></li> <li>• <u>Genetic applications in nursing</u></li> <li>• <u>Technology applications to improve health outcomes</u></li> </ul>	<p>Continue to increase partnerships with additional research intensive universities, domestic and international.</p> <p>Continue to increase faculty awareness of opportunities for collaborative interdisciplinary research partnerships across schools and departments within the University of Pittsburgh and with other universities.</p> <p>Continue to increase collaborative research within the School of Nursing.</p> <p>Maintain mentoring plan.</p> <p>Maintain summer grant writing workshop at the School of Nursing.</p>	<p>Collaborative research partnerships designed to facilitate multi-site studies of diverse populations in these five major areas exist with the following universities:</p> <ul style="list-style-type: none"> <li>- West Virginia University (Rural)</li> <li>- Southern University (African-American)</li> <li>- SUNY- Brooklyn (Immigrant)</li> </ul> <p><b>YR 1 Results:</b> Increased collaborative research partnerships designed to facilitate multi-site studies of diverse populations in these five major areas with the following universities:</p> <ul style="list-style-type: none"> <li>- West Virginia University (Rural)</li> <li>- Southern University (African American)</li> <li>- SUNY- Brooklyn (Immigrant)</li> <li>- University of Connecticut (Rural)</li> <li>- University of Oklahoma (Native &amp; African American)</li> <li>- Arizona State (Native American)</li> </ul> <p>Revised the research section of the School of Nursing website.</p> <p><b>YR 2 Results:</b> Increased research partnerships with additional research-intensive and non-research-intensive universities.</p> <p>Increased faculty awareness of opportunities for collaborative research partnerships</p> <p>Increased collaborative research within SON (e.g. tenure</p>
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		<p>and non-tenure stream faculty).</p> <p>Increased collaborative multidisciplinary research across schools and departments at the University of Pittsburgh.</p> <p>Revised the research section of the School of Nursing website.</p> <p>Developed a mentoring plan for faculty.</p> <p><b>YR 3 Results:</b> Increased research partnerships with additional research-intensive and non-research-intensive universities.</p> <p>Increased faculty awareness of opportunities for collaborative research partnerships</p> <p>Increased collaborative research within SON (e.g. tenure and non-tenure stream faculty).</p> <p>Increased collaborative multidisciplinary research across schools and departments at the University of Pittsburgh.</p> <p>Continued to revise the research section of the School of Nursing website.</p> <p>Maintain a mentoring plan for faculty.</p> <p><b>YR 4 Results:</b></p> <p>Done</p>
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		<p>Done-continually emails are distributed to faculty by other faculty.</p> <p>Done</p> <p>In progress</p> <p>Done.</p> <p>Dr. Bender's T32 grant is on cancer survivorship. There is also a working group on this. There is also a gerontology research group.</p> <p>10 attendees; 7 faculty and 3 postdocs; of the 7 faculty, 6 were from schools other than the University of Pittsburgh</p> <p><i>Source: Office of the Dean; Center for Research and Evaluation</i></p>
<p>3d) Broaden the funding base for research in light of the reduced monies in the National Institutes of Health (NIH).</p>	<p><b>YR 5 Strategies:</b> Examine new funding opportunities available via national organizations such as AONE, ONS, AHRQ, and AACN.</p> <p>Facilitate faculty subscription to “Community of Science”.</p> <p>Continue to send regular notices to faculty from CRE regarding NIH and non-NIH funding opportunities.</p> <p>Offer workshops on non-NIH funding sources and how to apply.</p>	<p><b>Baseline:</b> Sources of research funding included:</p> <ul style="list-style-type: none"> <li>• NIH: 82.3%</li> <li>• Other Federal: 6.7%</li> <li>• Other Agencies: 11%</li> </ul> <p><b>YR01 Results:</b> Sources of research funding included:</p> <ul style="list-style-type: none"> <li>• NIH: 83.3%</li> <li>• Other Federal: 4.4%</li> <li>• Other Agencies: 12.3%</li> </ul>

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	<p>Encourage funded faculty to submit supplemental grants to non-NIH sources.</p>	<p>Sought funding opportunities through other federal agencies, foundations and industry.</p> <p><b>YR02 Results:</b> Sources of research funding included:</p> <ul style="list-style-type: none"> <li>• NIH: 80.3%</li> <li>• Other Federal: 7.7%</li> <li>• Other Agencies: 12%</li> </ul> <p>Notices sent to faculty from CRE regarding NIH funding opportunities.</p> <p>Encouraged faculty to meet with the Director of Development to review their area of research and likelihood of foundation support for research.</p> <p><b>YR 3 Results:</b> Sources of research funding included:</p> <ul style="list-style-type: none"> <li>• NIH: 76.06%</li> <li>• Other Federal: 5.67%</li> <li>• Other Agencies: 18.22%</li> </ul> <p>Notices sent to faculty from CRE regarding NIH funding opportunities.</p> <p>Encouraged faculty to meet with the Director of Development to review their area of research and likelihood of foundation support for research.</p> <p><b>YR 4 Results:</b> Not accomplished</p>
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		<p>Done; notices are emailed to faculty on a regular basis, sometimes several different notices may be sent on the same day.</p> <p>Ms. Devine queried; no input thus far</p> <p>Does not exist (per K. Kennedy/Dr. Dorman)</p> <p><i>Source: Annual Report; Office of the Dean; Center for Research and Evaluation</i></p>
<p>3e) Maintain NIH funding ranking in the top 10 and advance toward the top three.</p>	<p><b>YR 5 Strategies:</b>            Increase faculty awareness of multiple PI mechanisms and encourage their submission through the School of Nursing.</p> <p>Continue research productivity efforts to ensure sustained ranking in top ten.</p> <p>Increase number and size of NIH grants obtained and per cent of faculty with NIH funded grants.</p> <p>Increase the number of F-series grants → pre-doc, post-doc and senior scholar.</p>	<p><b>Baseline:</b>            The School of Nursing's NIH ranking was #7 in 2004. The NIH ranking is #5 in 2005.</p> <p><b>YR 1 Results:</b>            School of Nursing's ranking was #6 in 2006.</p> <p><b>YR 2 Results:</b>            School of Nursing's ranking was #5 in 2007.</p> <p><b>YR 3 Results:</b>            School of Nursing's ranking was #5 in 2008.</p> <p><b>YR 4Results:</b>            School of Nursing's ranking was #5 in 2009.</p>



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		<i>Sources: National Institutes of Health; Office of the Dean; Center for Research and Evaluation</i>
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**4. Provide leadership within professional, governmental, community and clinical organizations to advance the nursing profession, interdisciplinary collaboration, and the delivery of healthcare.**

**ADVANCEMENT AND EXTERNAL RELATIONS**

<p>4a) Support the professional image of nursing and School of Nursing contributions to the field:</p> <p>Expand public awareness of the contributions of nursing to practice and science</p> <p>Expand public awareness of the contributions of the School of Nursing, specifically in education, research, leadership, and service</p> <p>Expand public awareness of the evolving changes in nursing education and</p>	<p><b>YR 5 Strategies:</b> Collaborate with UPMC News Bureau to promote the profession of nursing, along with the school, faculty, students and alumni.</p> <p>Place recruitment and/or status advertisements with targeted professional organizations, publications, magazines, media outlets and other mediums (web sites, etc). (Collaborate with Student Services regarding target audience and advertising opportunities focusing on student recruitment)</p> <p>Continue to produce two issues of Pitt Nurse magazine per year, highlighting contributions of the school, faculty, students and alumni.</p> <p>Collaborate with Student Services to explore online and social media opportunities (ie: facebook.com and twitter.com) for student recruitment and general publicity</p> <p>Explore opportunities to survey communities of interest (ie: alumni, UoP Health Careers Scholars Academy)</p>	<p><b>Baseline:</b> 46 media placements Cameos of Caring – 1200 participants</p> <p><b>YR 1 Results:</b> 42 media contacts resulted in 53 media placements. Of the 53 media placements, 12 were in national media outlets.</p> <p>Created the Parents Web site and the Nursing Alumni Society Web site</p> <p>Advertised in 4 national publications, such as Newsweek magazine. Advertised in 3 state and 12 local publications, along with 11 programs.</p> <p>The Cameos of Caring Awards Gala featured 50 facilities, 56 awardees and over 1250 guests in 2006.</p> <p><b>YR 2 Results:</b> 44 media contacts resulted in 45 media placements. Of the 45 media placements, 5 were in national media outlets.</p>
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practice		<p>Developed listing of faculty experts with UPMC News Bureau</p> <p>Advertised in 7 national publications, such as Newsweek magazine. Advertised in 1state and 15 local publications, along with 6 state and local programs.</p> <p>The Cameos of Caring Awards Gala featured 53 facilities, 62 awardees and over 1300 guests in 2007.</p> <p><b>YR 3 Results</b> 24 media contacts resulted in 28 media placements. Of the 28 media placements, 3 were in national media outlets. (Results reflect a transition period between UPMC News Bureau liaisons.)</p> <p>Advertised in 5 national publications, 1state publication, 18 local publications, along with 11 local, state and national programs.</p> <p>Produced one issue of Pitt Nurse magazine focusing on “Primary Care Nurses, Nursing Care Beyond the Hospital, Nurse Leadership”.</p> <p>The Cameos of Caring® Awards Gala featured 53 facilities, 62 awardees and over 1350 guests in 2008.</p> <p>The Cameos of Caring® program was officially licensed to the other universities holding similar events.</p> <p><b>YR 4 Results:</b> Collaboration with the UPMC News Bureau resulted in 16</p>
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		<p>media contacts with lead to 21 media placements, of which 2 were in national media outlets.</p> <p>Advertised in 9 national publications, 22 state publication and local publications, along with 17 local, state and national programs. In addition, 8 electronic (web) ads were placed with links to the School's web site.</p> <p>Produced two issues of Pitt Nurse magazine focusing on "Nurse Making a Difference" and "Nursing Research and Health Care Reform".</p> <p><i>Source: Associate Dean for External Relations</i></p>
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<p>4b) Sustain and expand targeted alumni efforts including:</p> <ul style="list-style-type: none"> <li>• Contacting and tracking recent graduates (6 and 12 months out)</li> <li>• Contacting and tracking doctoral graduates</li> <li>• Contacting and tracking international alumni</li> </ul>	<p><b>YR 5 Strategies:</b></p> <p>Pursue and implement an alumni survey process at the SON, with contacts to recent alumni at 6 and 12 month intervals post graduation</p> <p>Pursue and implement a doctoral survey and/or CV collection process at 1 and 5 years post graduation</p> <p>Continue events to engage alumni (ie: Alumni Day, 50+ reunion luncheon, regional receptions, etc).</p> <p>Revise the structure of the Nursing Alumni Society Executive Board to allow for broader geographic reach and membership; implement virtual meetings throughout the year</p>	<p><b>Baseline:</b></p> <p>An Alumni Panel spoke to students the senior-level Transitions course in April 2006.</p> <p>20% return on letters mailed to &gt;80 alumni who had earned an advanced degree at Pitt in another discipline, and who use their nursing knowledge in their non-nursing role.</p> <p>Track alumni fulfilling roles within and outside of nursing</p> <p>Keeper of the Light Tea held on May 19, 2006 Establish ongoing alumni contacts</p> <p><b>YR 1 Results:</b></p> <p>Developed one new alumni event – Game Watch for young</p>
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	<p>Promote the on-line submission option for alumni to update career information via the SON's Web site</p> <p>Develop and implement a plan to engage alumni for the SON's 75<sup>th</sup> Anniversary in 2014</p> <p>Pursue and implement a system to capture, track and update contact and career information for international alumni</p> <p>Work with University groups to collaborate on an international alumni outreach program</p>	<p>alumni</p> <p>Continued to engage alumni for the Alumni Transitions Panel for the <i>Transitions into Professional Nursing Class</i> (2x per year)</p> <p>Received 26 CV's out of 184 PhD graduates; will continue to seek opportunities to track career trajectories.</p> <p>Continue to conduct one-on-one alumni contacts via phone</p> <p><b>YR 2 Results:</b> Continued the Game Watch event for young alumni</p> <p>Continued to engage alumni participation for the Alumni Transitions Panel for the Transitions into Professional Nursing Class</p> <p>Contacted and/or researched all PhD alumni for current contact and career information</p> <p>Included a self-mailing alumni update form in the Spring 2008 issue of Pitt Nurse magazine and continued with the on-line alumni update form</p> <p>Met with key SON personnel to learn of surveys currently disseminated; drafted a comprehensive alumni survey process plan</p> <p>In collaboration with the Nursing Student Association (NSA), established the NURStudentEnrichmentSeries; three events held in AY 07-08</p>
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		<p><b>YR 3 Results:</b>  The Annual Alumni Day event was moved to Fall 2009, so no event was held during FY 08-09.</p> <p>Continued Young Alumni Basketball Game Watch event</p> <p>Continued Alumni Panel in Spring &amp; Fall Terms in senior <i>Traditions into Professional Nursing Class</i></p> <p>Continued collaboration with NSA re:  NURStudentEnrichmentSeries – 2 events, one in Fall 2008 and one in Spring 2009.</p> <p>Recruitment to Nursing Alumni Society Executive Board: engaged several ‘at large’ alumni, however no one wishing to take an office; no president or vice president as Y3 ends. Worked to notify new graduates that they are automatic members of the Nursing Alumni Society.</p> <p>Continued to develop a comprehensive survey process at the School of Nursing. Meetings were held with the following: Lester Pyle of Institutional Advancement, Scott Beach of UCSUR, and Jeff Gleim of the Alumni Association. Sought assistance from the Medical Health Science Foundation. Sought and received outside proposal from R-Square Analytics. Plans are underway to implement a pilot survey via survey monkey for the BSN 2004 graduating class.</p> <p><b>Alumni Engagement:</b></p> <ul style="list-style-type: none"> <li>• 28.5% of SoN alumni are engaged (ie: actively</li> </ul>
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		<p>donate to the University, attend events, and/or participate in the Pitt online communities)</p> <ul style="list-style-type: none"> <li>• 16.4% of SoN alumni donated to the University and/or SoN; 11.8% of SoN alumni donated strictly to the SoN</li> <li>• 203 alums attended 1 University and/or SoN activity, 60 attended 2 to 5 activities and 7 attended 6+ activities</li> <li>• 1146 alums are part of one of Pitt's online groups, ie: Pitt Career Network, Alumni Legislative Network, Pitt Alumni Recruitment Team and/or On Line Community</li> <li>• 4859 e-mail addresses for SoN alums are in the alumni database</li> </ul> <p><b>YR 4 Results</b> The annual alumni event format was changed to an afternoon tea during Homecoming Weekend. A 50+ reunion complimentary class luncheon was also added to the alumni festivities.</p> <p>In fall 2009, a pilot survey was completed on the BSN class of 2004. Since then the School has convened a Survey Taskforce to oversee the collection and distribution of survey data. The MSN graduates from 2009-10 academic year were they first group surveyed under the new process.</p> <p><b>Alumni Engagement</b></p> <ul style="list-style-type: none"> <li>• 27.17% of SoN alumni are engaged (ie: actively donate to the University, attend events, and/or</li> </ul>
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		<p>participate in the Pitt online communities)</p> <ul style="list-style-type: none"> <li>• 15.1% of SoN alumni donated to the University and/or SoN; 12.2% of SoN alumni donated strictly to the SoN</li> <li>• 205 alums attended 1 University and/or SoN activity, 46 attended 2 to 5 activities and 7 attended 6+ activities</li> <li>• 1180 alums are part of one of Pitt's online groups, ie: Pitt Career Network, Alumni Legislative Network, Pitt Alumni Recruitment Team and/or On Line Community</li> <li>• 5842 e-mail addresses for SoN alums are in the alumni database</li> </ul> <p><i>Source: Associate Dean for External Relations</i></p>
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<p>4c) Sustain an active and involved development effort, focusing on:</p> <ul style="list-style-type: none"> <li>• raising \$1.8 million annually toward the SoN's capital campaign goal</li> <li>• increasing participation by 5% and money raised by 5% as part of the School's Internal Campaign</li> <li>• increasing the</li> </ul>	<p><b>YR 5 Strategies:</b> Identify potential donors, and begin cultivation and solicitation process. Potential donors include: individuals (alumni &amp; others), corporations, foundations and organizations. Continue activities to raise awareness and funds for the Oncology Chair Fund through the annual newsletter and fundraising event</p> <p>Submit a minimum of five faculty grant applications per year requiring foundation or corporate support</p> <p>Coordinate scholarship and other solicitations with the Medical Health Sciences Foundation</p> <p>Continue the School of Nursing's Internal Campaign</p>	<p><b>Baseline:</b> The School of Nursing surpassed the Capital Campaign goal 14 months ahead of schedule. Total raised for Capital Campaign is \$ 9.5 million.</p> <p>Endowment for SON totaled \$5,884,728 (6/30/06) representing 48 endowments:</p> <ul style="list-style-type: none"> <li>• Two new student resource funds were established to support graduate studies</li> <li>• Pennsylvania Higher Education Foundation grants were obtained to support nursing education students (\$328,000).</li> <li>• Significant gifts have been made to support the creation of the oncology nursing chair (\$325,000).</li> <li>• Major funding has been received to finance the</li> </ul>
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<p>numbers and sizes of scholarships (5 new scholarships per year focusing on doctoral and international education)</p> <ul style="list-style-type: none"> <li>• supporting research initiatives (annually support 5 faculty members seeking funding from corporations and foundations for their research projects)</li> <li>• supporting education initiatives funding for the Nancy Glunt Hoffman Memorial Fund and additional endowed chairs and professorships</li> </ul>	<p>Continue to cultivate donors through events such as the Scholarship Luncheon</p> <p>Maintain the Give to Pitt web pages on the School of Nursing's web site.</p> <p>Maintain the Cameos of Caring program</p>	<p>renovation of the A &amp; P lab (\$300,000+)</p> <ul style="list-style-type: none"> <li>• Funding was secured to purchase SIM baby (\$28,000)</li> </ul> <p><b>YR 1 Results:</b> The new capital campaign goal for the SON is \$10 million.</p> <p>Endowment for SON totaled \$6,370,737 (6/30/07) representing 51 endowments:</p> <ul style="list-style-type: none"> <li>• One new student resource fund was established to support graduate studies: The Marie S. Houston, PhD, RN – Student Resource Fund for Nursing Education</li> <li>• Bequest created the Jayne F. Wiggins Memorial Scholarship in the School of Nursing</li> <li>• Pennsylvania Higher Education Foundation grant totaled (\$472,615)</li> <li>• Book value for the oncology chair fund (\$365,418) (6/30/07)</li> <li>• In FY 06-07, the SON raised \$1,607,688.</li> </ul> <p>The Cameos of Caring Program added 13 new facilities, one new award category, and directed \$115,000 to the scholarship fund.</p> <p><b>YR 2 Results:</b> Total endowment for SON totaled \$7,042,219 (6/30/08) representing 52 endowments</p> <ul style="list-style-type: none"> <li>• The Myrna Dibble Porter Endowed fund was established to support undergraduate students. <i>(This fund is administered by the Office of Admissions &amp; Financial Aid.)</i></li> </ul>
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		<ul style="list-style-type: none"> <li>• A bequest from estate to support doctoral students.</li> <li>• The Jane Knox Educator Award was established to provide an award for faculty whose primary responsibility is undergraduate education and demonstrates excellence in the classroom.</li> <li>• Gift from alumnus to renovate the student lobby in the school.</li> <li>• Pennsylvania Higher Education Foundation grant totaled \$282,000.</li> <li>• Book value for the oncology chair fund \$438,892 (6/30/08)</li> <li>• In FY 2007-2008, the SON raised \$1,400,241.</li> </ul> <p>The Cameos of Caring Program added 7 new facilities, one new award category and directed \$105,000 to the scholarship fund.</p> <p><b>YR 3 Results:</b> Total endowment for SON totaled \$7,618,719.67 (6/30/09) representing 55 endowments.</p> <p>Capital Campaign update: The goal for the SON is \$18,500,000. As of 6/30/09, the School has raised \$14,514,634 which is 78.5% of the goal. In FY 2008-2009, the SON raised \$ 2,961,943.</p> <p>Educational and research grants were received from:          Pennsylvania Higher Education Foundation ~ \$396,310          Helene Fuld Health Trust ~ \$900,000          The Brookdale Foundation ~ \$233,857          The John A. Hartford Foundation ~ \$89,000</p>
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		<p>Staunton Farm Foundation ~ \$55,277  Oncology Nursing Society Foundation ~ \$19,804  Society of Critical Care Medicine ~ \$15,000</p> <p><b>Major Gifts and Pledges received:</b></p> <ul style="list-style-type: none"> <li>• <i>The Reva Rubin Memorial Research Fund</i> was established with a \$10,000 gift.</li> <li>• An alumnus pledged a \$125,000 gift in her will.</li> <li>• Proceeds from the 2008 Nancy Glunt Hoffman Memorial Golf Outing totaled \$ 29,090 and were directed to the <i>Nancy Glunt Hoffman Oncology Chair Fund</i>.</li> <li>• Proceeds from the 2008 Cameos of Caring® Gala totaled \$105,844 and were directed to the <i>Cameos of Caring® Endowed Nursing Scholarship</i></li> <li>• A \$25,000 pledge was made to the <i>Nancy Glunt Hoffman Oncology Chair Fund</i>.</li> <li>• Pledge was made to establish the <i>Boytim Student Award</i>.</li> <li>• B.K. Simon Family Charitable Foundation donated money for a current fund for undergraduate student scholarships.</li> <li>• \$80,00 was added to a previously established graduate scholarship fund</li> <li>• Gift was made to established the Varvaro Scholarship Fund to support baccalaureate students.</li> </ul> <p>Book value for the oncology chair fund \$513,493.86 (6/30/09)</p>
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		<p>Book value for the Cameos of Caring® Endowed Nursing Scholarship \$756,570.60 (6/30/09).</p> <p>The Cameos of Caring Program added 1 new facility and directed over \$105,000 to the scholarship fund.</p> <p><b>YR 4 Results</b> Total endowment for the SON totaled \$8,129,878.44 – representing 56 endowments.</p> <p>Capital Campaign Update: The goal for the SON is \$18,500,000. As of 6/3/10, the School raised \$17,178,563 which is 93% of the goal. In FY 2009-10, the SON raised \$3,182,198.</p> <p>Educational and research grants were received from:          American Cancer Society - \$1,241,000          Robert Wood Johnson Foundation - \$437,083          Pennsylvania Higher Education Foundation - \$267,682          Oncology Nursing Society Foundation - \$49,105          Rehabilitation Nursing Foundation - \$10,000</p> <p>Major Gifts and Pledges received:</p> <ul style="list-style-type: none"> <li>• BK Simon Family Charitable Foundation made another donation for a current fund for undergraduate student scholarships.</li> <li>• The Hearst Foundation donated money for scholarships for graduate students pursuing gerontology studies.</li> <li>• Proceeds from the 2009 Nancy Glunt Hoffman Memorial Golf Outing totaled \$29,401 and were</li> </ul>
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		<p>directed to the <i>Nancy Glunt Hoffman Oncology Chair Fund</i>.</p> <ul style="list-style-type: none"> <li>• Proceeds from the 2009 Cameos of Caring Gala totaled \$104,234 and were directed to the Cameos of Caring Endowed Nursing Scholarship.</li> <li>• The Nursing Academic Excellence Award was established with a \$25,000 pledge.</li> <li>• The Malinzak Student Award was created with a Charitable Gift Annuity.</li> <li>• \$30,000 received to Myrna Dible Porter Endowed Fund from family and friends upon her death in December 2009.</li> <li>• \$10,253 to endow the Sandra Sell Nurse Anesthesia Fund.</li> <li>• \$10,000 anonymous gift to the Nancy Glunt Hoffman Memorial Fund.</li> <li>• Significant gifts were made to the Nancy Glunt Hoffman Memorial Fund, and 2 graduate scholarship funds.</li> </ul> <p>Book value for the oncology chair fund \$626,402.40 (6/30/10).</p> <p>Book value for the Cameos of Caring Endowed Nursing Scholarship \$880,332.96 6/30/10)</p> <p>Development pages titled “Support Pitt Nursing” were added to the SON web site. These pages include information on giving impact, student and donor highlights and ways to give.</p> <p><i>Source: Associate Dean for External Relations</i></p>
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<p>4d) 5% of full-time faculty receive national recognition annually</p> <p>Nominate 5 faculty and 5 alumni annually for University, local, regional and state awards</p>	<p><b>YR 5 Strategies:</b></p> <p>Collaborate with faculty to identify award opportunities</p> <p>Provide support for faculty award nominations</p> <p>Continue to track nominations and awards received</p> <p>Continue to publicize awards received</p>	<p><b>Baseline:</b></p> <p>Successful awards have resulted from nominations to the American Academy of Nursing, PA Nightingale award for research, Alumni Fellow, Distinguished Faculty, and Legacy Laureate.</p> <p><b>YR 1 Results:</b></p> <p>Nominated alumni and faculty for University and national awards. Successful awards have resulted from nominations to the American Academy of Nursing.</p> <p>Implementing a tracking system for alumni and faculty awards.</p> <p>Eleven media placements for SON student/faculty and/or alumni awards.</p> <p>Fifteen award placements in Pitt Nurse magazine (26 additional listings in the Nurse Beat section)</p> <p><b>YR 2 Results:</b></p> <p>Alumni and faculty were nominated for University and national awards. Successful awards have resulted from nominations to the Friends of the NINR, YWCA and Nightingale Awards of PA.</p> <p>Eleven media placements created for SON student/faculty and/or alumni awards.</p> <p>Seven award placements created in Pitt Nurse magazine in</p>
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		<p>addition to 70 listings in the Nurse Beat section and 25 award listings in the Alumni News &amp; Notes section.</p> <p><b>YR 3 Results:</b> Alumni and faculty were nominated for University and national awards. Nominations were made to: University of Pittsburgh, Pitt Alumni Association, Society of Behavioral Medicine, FNINR, and Nightingale Awards of PA.</p> <p>23 media announcements resulted in 26 media placements for SON student, faculty and/or alumni awards.</p> <p>15 award placements created in Pitt Nurse magazine in addition to 21 listings in the Nurse Beat section; 20 lists Cameos of Caring alumni awardees; and 6 award listings in the Alumni News &amp; Notes section.</p> <p><b>YR 4 Results</b></p> <ul style="list-style-type: none"> <li>• 3 faculty and 2 alumni were inducted as Fellows into the American Academy of Nursing; 1 alumna was honored as a Living Legend</li> <li>• 4 of 6 faculty nominated won national awards</li> <li>• Other nominations submitted include: 5 faculty for School of Nursing and/or University of Pittsburgh awards, 2 faculty for state awards, 2 alumni for UoP awards, 1 alumna for a state award, and 3 friends of the School for national, state and University awards respectively</li> <li>• 26 media announcements regarding faculty awards</li> </ul>
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		and honors resulted in 5 media placements  <i>Source: Associate Dean for External Relations</i>
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<b>SERVICE</b>		
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4e) Increase School of Nursing community service activities through volunteer initiatives in partnership with community need and interest both locally and state wide	<b>YR 5 Strategy:</b>  Continue to use the established monitoring system to track the number of community events.	<b>Baseline:</b>  Two requests for community service activities have been received and fulfilled through CE between July 2005 and June 2006.  <i>Source: Coordinator for Community Volunteer Events</i>  <b>YR 1 Results:</b> Seven requests for community service activities were received and fulfilled through Coordinator of Community Clinical Events.  <b>YR 2 Results:</b> Engaged in four community service activities with community partners.  Encouraged student organizations/groups to participate in community service activities and begin to track data.  <b>YR 3 Results:</b> 51% (41/80) of full-time faculty participated in 80 community service activities.
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		<b>YR 4 Results:</b> 53% (42/80) of full-time faculty participated in 98 community service activities.  <i>Sources: School of Nursing(Annual Report)</i>
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4f) Expand professional leadership initiatives with professional associations, state and federal workgroups, and related activities.	<b>YR 5 Strategies:</b> Develop and implement a system to nominate and track faculty professional leadership activities, such as: 1. Number of nominations-organization, position, 2. Number of appointments-organization, position, tern of service  Provide funds to present at national and international conferences and attend key meetings.  Develop SON mentoring plan to promote faculty leadership involvement.	<b>Baseline:</b> 63% (49/78) of full-time faculty have engaged in 207 activities.  <b>YR 1 Results:</b> 54% (46/85) of full-time faculty have engaged in 236 activities.  <b>YR 2 Results:</b> 62% (51/81) of full-time faculty have engaged in 237 activities.  *Continued to support faculty by providing funds to present at national and international conferences and attend key meetings.  *Supported leadership activities through workload allocations and in merit considerations.  *Encouraged faculty to seek leadership positions in professional associations.  *Nominated or recommend faculty for leadership positions.  *Mentored faculty to prepare them for leadership positions in organizations.
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**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING FIVE YEAR STRATEGIC PLAN  
Baseline and Results for July 1, 2006-June 30, 2011**

<b>GOALS</b>	<b>NEW (YEAR 5) STRATEGIES: YEAR 5 = 07/01/2010 – 06/30/2011</b>  <i>Remaining Year of this Strategic Plan: YEAR 5 (2010-11) = 07/01/2010 – 06/30/2011</i>	<b>PROGRESS: Baseline &amp; Results for YEARS 1, 2, 3, and 4</b> Baseline = 06/30/06 or Other Point During 2005-06 YEAR 1 (2006-07) = 07/01/2006 – 06/30/2007 YEAR 2 (2007-08) = 07/01/2007 – 06/30/2008 YEAR 3 (2008-09) = 07/01/2008 – 06/30/2009 YEAR 4 (2009-10) = 07/01/2009 – 06/30/2010
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		<p>*Increased faculty participation as grant reviewers for NIH.</p> <p><b>YR 3 Results:</b> 65% (53/81) of full –time faculty have engaged in 302 activities</p> <p><b>YR 4 Results:</b> 66% (53/80) of full-time faculty engaged in 360 activities <i>Source: School of Nursing(Annual Report)</i></p>
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<p>4g) Increase individual faculty community service activities and disseminate knowledge arising from these activities through publications and reports. Community service should provide public or community benefit, be related to the faculty member’s expertise, and incorporate the education of students, where possible</p>	<p><b>YR 5 Strategies:</b> Continue SON system implemented through the departments to track number of faculty involved and type of community service activities.</p> <p>Include data in SON annual report.</p> <p>Identify and make contact with community entities (e.g., South Oakland Community Development, Pittsburgh Urban League). Make opportunities available to faculty</p>	<p><b>Baseline:</b> None – New goal in YR 2.</p> <p><b>YR 1:</b> None – New goal in YR 2. Community service activity will be defined according to the criteria set forth by the Provost Community Service Award (CTSI).</p> <p>No baseline, no year 1 data needed as this is a new goal as of January 2008. Will add to merit forms.</p> <p><b>YR 2:</b> As of January, 2008-June, 2008, faculty and students participated in the following: April 17, 2008, Westinghouse High School Health Fair (Dr. Doswell and Dr. Baxter) Three faith-based health screening events (Dr. Doswell) were undertaken by Dr. Doswell independent of the Community Volunteer Events Coordination; we supply Dr. Doswell with the information pamphlets and supplies and she arranges the events on her own. July 19 and 20, 2009 Vintage Grand Prix (Dr. Beach, Dr. Bernardo and students)</p>
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**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING FIVE YEAR STRATEGIC PLAN  
Baseline and Results for July 1, 2006-June 30, 2011**

<b>GOALS</b>	<b>NEW (YEAR 5) STRATEGIES: YEAR 5 = 07/01/2010 – 06/30/2011</b>  <i>Remaining Year of this Strategic Plan: YEAR 5 (2010-11) = 07/01/2010 – 06/30/2011</i>	<b>PROGRESS: Baseline &amp; Results for YEARS 1, 2, 3, and 4</b> <b>Baseline = 06/30/06 or Other Point During 2005-06</b> <b>YEAR 1 (2006-07) = 07/01/2006 – 06/30/2007</b> <b>YEAR 2 (2007-08) = 07/01/2007 – 06/30/2008</b> <b>YEAR 3 (2008-09) = 07/01/2008 – 06/30/2009</b> <b>YEAR 4 (2009-10) = 07/01/2009 – 06/30/2010</b>
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		<p><b>YR 3:</b> As of July 1, 2008-June 30, 2009, faculty and students participated in the following activities that came through the Community Volunteer Events Coordinator (Dr. Bernardo). The School of Nursing was contacted by CTSI or by the organization itself for participation. This listing does not account for volunteer activities that faculty arrange on their own, nor does the listing account for community events performed as part of a course requirement. Students participate as volunteers or as hours towards a clinical rotation.</p> <p>October 2, 2008, PA Governor's Conference for Women (Ms. Backers, Dr. Baxter, Dr. Bernardo, Ms. Woomer)</p> <p>November 5, 2008, Homewood Carnegie Library community health fair (Dr. Stewart and students)</p> <p>November 28, 2008, Urban League health fair and flu shot clinic (Dr. Stewart and students)</p> <p>December 8, 2008, Pittsburgh Business Times health fair (Dr. Bernardo and students)</p> <p>December 15, 2008, Quaker Valley School District health fair (Dr. Bernardo)</p> <p>February 19, 2009, Hazelwood Community Health Center flu shot clinic (Dr. Bernardo, Dr. Stewart and students)</p> <p>February 23, 2009, University of Pittsburgh Health Fair (Dr. Bernardo and students)</p> <p>April 14, 2009, University of Pittsburgh Staff Association Council Benefits Fair (Dr. Bernardo and students)</p> <p>June 2, 2009, Butler School District health fair (Dr. Bernardo and students)</p> <p>Community health activities by Dr. Doswell: Dr. Doswell sets her faith-based events on her own with assistance from the Community Volunteer Events Coordinator.</p>
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**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING FIVE YEAR STRATEGIC PLAN  
Baseline and Results for July 1, 2006-June 30, 2011**

<p align="center"><b>GOALS</b></p>	<p align="center"><b>NEW (YEAR 5) STRATEGIES: YEAR 5 = 07/01/2010 – 06/30/2011</b></p> <p align="center"><i>Remaining Year of this Strategic Plan: YEAR 5 (2010-11) = 07/01/2010 – 06/30/2011</i></p>	<p><b>PROGRESS: Baseline &amp; Results for YEARS 1, 2, 3, and 4</b>  <b>Baseline = 06/30/06 or Other Point During 2005-06</b>  <b>YEAR 1 (2006-07) = 07/01/2006 – 06/30/2007</b>  <b>YEAR 2 (2007-08) = 07/01/2007 – 06/30/2008</b>  <b>YEAR 3 (2008-09) = 07/01/2008 – 06/30/2009</b>  <b>YEAR 4 (2009-10) = 07/01/2009 – 06/30/2010</b></p>
		<p><b>YR4:</b>            53% (42/80) of full-time faculty participated in 98 community service activities, of which 11 activities resulted in a report or publication.</p> <p><i>Source: Community Service Activities Listing in the respective Annual Report</i></p>

## Criteria for Evaluation of Nurse Practitioner Programs Documentation Checklist

The checklist provides a mechanism for documenting that criteria have been met and the required documentation provided. This form is provided as one example of a tool for tracking whether or not criteria are met. If using the checklist, additional materials and narrative must accompany the form in order to provide full documentation. The location of required and/or supporting documentation should be indicated within the accompanying narrative. Programs/ tracks may wish to use this checklist as presented or adapt it to meet their specific needs.

CRITERION I: Organization & Administration	Documentation	Documentation Present ✓ if yes
<b>I.A</b> The director/coordinator of the NP program is nationally <i>certified</i> as a nurse practitioner and has the responsibility of overall leadership for the nurse practitioner program.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>• Curricula vitae of the individual who provides overall leadership of the NP program (e.g. director or coordinator).</li> <li>• Documentation of <i>credentialing</i> as an NP in the state (or territory) of practice.</li> <li>• Proof of national certification as an NP in at least one <i>population-focused</i> area.</li> <li>• A statement describing the program director's responsibilities to the program.</li> </ul>	✓  ✓  ✓  ✓
<b>I.B</b> The <i>faculty</i> member who provides direct oversight for the nurse practitioner educational component or track is nationally <i>certified</i> in the same <i>population-focused</i> area of practice.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>• Curricula vitae of <i>NP faculty</i> who provide oversight for each <i>population-focused</i> track.</li> <li>• Documentation of <i>credentialing</i> as an NP in the state (or territory) of practice.</li> <li>• Proof of national certification as an NP in the <i>population-focused</i> area and in primary or acute care, as appropriate.</li> <li>• A statement describing the lead NP faculty member's responsibilities to the program.</li> </ul>	✓  ✓  ✓  ✓
<b>I.C</b> Institutional support ensures that <i>NP faculty</i> teaching in clinical courses maintain currency in clinical practice.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>• (1) A copy of institutional policies or guidelines that support or document NP faculty's ability to practice;</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• (2) A letter of support from the chief nurse administrator (e.g., dean) or a copy of the policy that allows NP faculty to practice as part of the workload.</li> <li>• Documentation of faculty practice plan or arrangements, if applicable.</li> </ul>	✓    ✓
CRITERION II: Students	Documentation	Documentation Present ✓ if yes
<b>II.A</b> Any admission criteria specific to the NP program/track reflect ongoing involvement by <i>NP faculty</i> .	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>• A copy of admission materials with admission criteria clearly highlighted. If criteria for the NP program/track do not differ from the criteria of the overall graduate degree program, identify program criteria.</li> <li>• Examples of documents that demonstrate NP faculty are providing input into admission</li> </ul>	✓  ✓

<b>CRITERION II: Students</b>	<b>Documentation</b>	<b>Documentation Present ✓ if yes</b>
	criteria specific to the NP program/track.	
<b>II.B</b> Any progression and graduation criteria specific to the NP program/track reflect ongoing involvement by <i>NP faculty</i> .	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>• Student progression and graduation criteria, including any unique to the NP program/track. If criteria for the NP program/track do not differ from the overall criteria of the graduate program, identify the graduate program criteria. Document the criteria for full-time, part-time, and post-graduate study.</li> <li>• Examples of documents that demonstrate NP faculty are providing input into progression and graduation criteria specific to the NP program/track.</li> <li>• A copy of the program of study for full and part-time study, including didactic and clinical progression, sequencing of courses, and the mechanism and process for students needing remediation in order to progress.</li> </ul>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>

<b>CRITERION III: Curriculum</b>	<b>Documentation</b>	<b>Documentation Present ✓ if yes</b>
<b>III.A</b> <i>NP faculty</i> members provide ongoing input into the development, evaluation, and revision of the NP <i>curriculum</i> .	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>• Examples of curriculum committee minutes documenting that NP faculty members are developing, evaluating, and revising the curriculum.</li> </ul>	<p style="text-align: center;">✓</p>
<b>III.B</b> The <i>curriculum</i> is congruent with national standards for graduate level and advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and <i>population-focused</i> NP competencies.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>• The nationally recognized standards and competencies used for developing curriculum for graduate, APRN, and NP role/<i>population-focused</i> content.</li> <li>• The national standards used for developing curriculum for <i>specialty</i> content, if appropriate.</li> <li>• The program of study for the graduate and/or post-graduate (full and part-time) including courses, course sequence, number of credit hours, number of clinical hours per course, as appropriate.</li> <li>• A brief overview, including course description and objectives for each course, identifying where nationally recognized graduate core, APRN core, and NP role/<i>population-focused</i> core competencies are included.</li> <li>• A brief overview, including course description and objectives for each course, identifying where nationally recognized specialty competencies are included, when applicable.</li> </ul>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
<b>III.C.1</b> The NP educational program must prepare the graduate to be eligible to sit for a national NP <i>certification</i> that corresponds with the role and <i>population focus</i> of the NP program.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>• Written statement provided to students identifying the role and population-focused certification for which they would be eligible to apply upon successful completion of the program.</li> </ul>	<p style="text-align: center;">✓</p>

CRITERION III: Curriculum	Documentation	Documentation Present ✓ if yes
	<ul style="list-style-type: none"> <li>Documentation demonstrating that a program meets the educational eligibility criteria for the national certification exam(s) for each NP track.</li> </ul>	✓
<b>III.C.2</b> Official documentation must state the NP role and <i>population focus</i> of educational preparation.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>A sample transcript for a NP graduate showing educational preparation for the NP role and at least one (1) <i>population focus</i>; <b>and/or</b> A sample of an official letter with institutional seal used to specify the educational preparation for the NP role and at least (1) <i>population focus</i>.</li> </ul>	✓
<b>III.D</b> The curriculum plan evidences appropriate course sequencing.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>The program of study for graduate degree and post-graduate (full and part-time), including pre-requisites.</li> </ul>	✓
<b>III.E</b> The NP program/track has a <u>minimum</u> of 500 supervised <i>direct patient care clinical hours</i> overall. <i>Clinical hours</i> must be distributed in a way that represents the population needs served by the graduate.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of the process used to verify student learning experiences and clinical hours.</li> <li>An overview of the curriculum.</li> <li>An overview of the number of required clinical/preceptor hours. For dual NP and combined programs, demonstration of areas of overlap among clinical hours. (<b>See Sample Form E.</b>)</li> <li>A description of types of clinical experiences, including patient populations, types of practices, or settings each student is expected to receive.</li> </ul>	✓ ✓ ✓ ✓
<b>III.F</b> Post-graduate students must successfully complete graduate didactic and clinical requirements of an academic <i>graduate NP program</i> through a formal graduate-level certificate or degree-granting graduate level NP program in the desired area of practice. Post-graduate students are expected to master the same outcome criteria as graduate degree granting program NP students. Post-graduate certificate students who are not already NPs are required to complete a <u>minimum</u> of 500 supervised <i>direct patient care clinical hours</i> .	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>A completed gap analysis for each post-graduate certificate candidate who was granted waivers or exceptions. (<b>See Sample Form F.</b>)</li> <li>Evidence of school's ability to issue a certificate of completion/</li> <li>A sample transcript for a post-graduate certificate NP graduate showing educational preparation for the NP role and at least one (1) <i>population focus</i> and completion of the APRN core courses (advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology).</li> </ul>	✓ ✓ ✓

CRITERION IV: Resources, Facilities, & Services	Documentation	Documentation Present ✓ if yes
<b>IV.A</b> Institutional resources, facilities, and services support the development, management, and evaluation of the NP program/track.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Description of student and faculty numbers and the teaching resources, facilities, and services of the institution that relate to the specific needs of the NP program/track.</li> </ul>	✓

CRITERION IV: Resources, Facilities, & Services	Documentation	Documentation Present ✓ if yes
IV.A.1 Faculty resources support the teaching of the didactic components of the NP program/track.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Description of the faculty-student ratio in the didactic component of the program providing the rationale of how the ratio meets the educational needs of students.</li> </ul>	✓
IV.A.2 Facilities and physical resources support the implementation of the NP program/track.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Description of facilities and physical resources directly available to the NP program/track.</li> </ul>	✓
IV.B Clinical resources support NP educational experiences.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>A list of clinical facilities utilized specifically for the NP program/track and site-based clinical preceptors (type, degree, and certification), including the name of the site, type of site (e.g., community health, private practice, rural clinic), and client characteristics. <b>(See Sample Forms A &amp; B.)</b></li> <li>A sample of a contractual agreement, including a statement on liability coverage</li> <li>A copy of the policy covering student rotations at clinical sites.</li> </ul>	 ✓   ✓  ✓
IV.B.1 A sufficient number of faculty members is available to ensure quality clinical experiences for NP students. <i>NP faculty</i> have academic responsibility for the supervision and evaluation of NP students and for oversight of the clinical learning environment. The faculty/student ratio is sufficient to ensure adequate supervision and evaluation.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of the school/program policy or process used for assigning faculty to ensure adequate teaching time for NP students.</li> <li>Documentation and explanation of the faculty/student ratio for the program.</li> <li>Documentation of the method and criteria for student evaluation including <i>intensives</i> or site visits (e.g., face-to-face and technology supported visits) made by <i>NP program faculty</i> during an academic term.</li> <li>Evidence of faculty and student assessment of the clinical experience to meet learning objectives.</li> </ul>	 ✓  ✓  ✓  ✓
IV.B.2 Clinical settings used are diverse and sufficient in number to ensure that the student will meet core curriculum guidelines and program/track goals.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Records for the process used to document student learning experiences and clinical hours.</li> <li>Copies of policies relevant to clinical placement.</li> </ul>	 ✓  ✓
IV.B.3 <i>NP faculty</i> may share the clinical teaching of students with qualified preceptors	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Preceptor profiles, including title, discipline, credentials, licensure/approval/recognition, education, years in role, site,(e.g., pediatrics, family, adult, women’s health), types of patients (acute, chronic, in-hospital, etc), type of clinical supervision, and the number of students supervised concurrently.<b>(See Sample Form B.)</b></li> </ul>	✓
IV.B.3.a A preceptor must have authorization by the appropriate state licensing entity to practice in his/her <i>population-focused</i> and/or <i>specialty</i> area.	<u>Required Evidence of Meeting Criterion:</u> (1) A copy of each preceptor’s current state authorization to practice and national certification, as appropriate; <b>OR</b> (2) Documentation of the method for verifying that	 ✓  ✓

<b>CRITERION IV: Resources, Facilities, &amp; Services</b>	<b>Documentation</b>	<b>Documentation Present ✓ if yes</b>
	preceptor licenses are current and available at the clinical facility if not submitted directly to the program.	
<b>IV.B.3.b</b> A preceptor must have educational preparation appropriate to his/her area(s) of supervisory responsibility and at least one year of clinical experience	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Preceptor profiles, including title, discipline, credentials, licensure/approval/recognition, education, years in role, site (e.g., pediatrics, family, adult, women's health), types of patients (acute, chronic, in-hospital, etc), type of clinical supervision, and the number of students supervised concurrently. <b>(See Sample Form B)</b></li> </ul>	✓
<b>IV.B.3.c</b> Preceptors are oriented to program/track requirements and expectations for oversight and evaluation of NP students.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Description of the preceptor orientation and methods used for maintaining ongoing contact between NP faculty and preceptors.</li> <li>A copy of preceptor orientation information.</li> </ul>	✓  ✓

<b>CRITERION V: Faculty &amp; Faculty Organization</b>	<b>Documentation</b>	<b>Documentation Present ✓ if yes</b>
<b>V.A.1</b> NP programs/tracks have sufficient faculty members with the preparation and current expertise to adequately support the professional role development and clinical management courses for NP practice.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Copies of faculty profiles including <i>credentials</i>, licensure/approval/ recognition, clinical and didactic teaching responsibilities, and other faculty responsibilities. <b>(See Sample Form C.)</b></li> </ul>	✓
<b>V.A.2</b> NP program faculty members who teach the clinical components of the program/track maintain current licensure and national <i>certification</i> .	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Evidence or documentation that a copy of each faculty member's state license/approval/ recognition and national certification, are maintained in a file, as appropriate.</li> </ul>	✓
<b>V.A.3</b> NP faculty demonstrate competence in clinical practice and teaching through a planned, ongoing faculty development program designed to meet the needs of new and continuing faculty members.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>A copy of the faculty development plan for the school/program.</li> </ul>	✓
<b>V.B.</b> Non-NP faculty members have expertise in the area in which they are teaching.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>An overview of non-NP faculty detailing their credentials, position, population focus or specialty, area of content responsibility, and other teaching responsibilities. <b>(See Sample Form D.)</b></li> </ul>	✓

<b>CRITERION VI: Evaluation</b>	<b>Documentation</b>	<b>Documentation Present ✓ if yes</b>
<b>VI.A</b> There is an evaluation plan for the NP program/track.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>A copy of the evaluation plan used for the NP program/track, including evaluation forms, feedback mechanism for change, documentation via minutes, and process of integration.</li> </ul>	✓



<b>CRITERION VI: Evaluation</b>	<b>Documentation</b>	<b>Documentation Present ✓ if yes</b>
<b>VI.A.1</b> Evaluate courses at regularly scheduled intervals.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of current course evaluation process and review schedule.</li> </ul>	✓
<b>VI.A.2</b> Evaluate NP program faculty competence at regularly scheduled intervals.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of mechanisms or processes and schedule for review used to evaluate NP program faculty (e.g., current list of certifications, student evaluations, peer review).</li> </ul>	✓
<b>VI.A.3</b> Evaluate student progress through didactic and clinical components of NP program/track each semester/quarter.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of frequency and methods used to evaluate aggregate and individual students' progression throughout the program.</li> <li>Copies of evaluation forms used.</li> </ul>	✓  ✓
<b>VI.A.4</b> Evaluate students' attainment of competencies throughout the program.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of methods used to evaluate students' attainment of competencies throughout the program (e.g., use of performance evaluation, case studies, etc.)</li> </ul>	✓
<b>VI.A.5</b> Evaluate students cumulatively based on <i>clinical observation</i> of student competence and performance by <i>NP faculty and/or</i> preceptor assessment.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Copies of the forms used for preceptor and NP faculty evaluation of the student's clinical performance.</li> <li>Documentation of the availability of completed evaluations.</li> <li>Documentation of the frequency and process used for evaluation of the student's clinical performance.</li> </ul>	✓  ✓  ✓
<b>VI.A.6</b> Evaluate clinical sites at regularly scheduled intervals.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of how clinical sites are evaluated.</li> </ul>	✓
<b>VI.A.7</b> Evaluate preceptors at regularly scheduled intervals.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of how preceptors are evaluated.</li> </ul>	✓
<b>VI.B</b> Formal NP curriculum evaluation should occur every 5 years or sooner.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of frequency of curriculum evaluation.</li> <li>Documentation of curricular decisions based upon evaluation.</li> </ul>	✓  ✓
<b>VI.C</b> There is an evaluation plan to measure outcomes of graduates.	<u>Required Evidence of Meeting Criterion:</u> <ul style="list-style-type: none"> <li>Documentation of the frequency of evaluation and methods/measures used for the evaluation. Outcome measures should include, at a minimum, certification pass rates, practice/position in area of specialty, employer/practice satisfaction, and graduate satisfaction with NP preparation. Other measures may be used to support further the outcomes of the program.</li> </ul>	✓

University of Pittsburgh  
School of Nursing  
**NEW FACULTY ORIENTATION - 2013**

Previously: University Orientation was Thurs. August 22, 2013 (8:00-2:15) J.W. Connolly Ballroom, Alumni Hall

Thursday, September 12, 2013 - School Orientation (8:30am to 12:30pm)

**350 Victoria Building Conference Room**

8:30am	Welcome from the Deans Jacob	Dr. Jacqueline Dunbar  Dr. Susan Albrecht Dr. Sandra Engberg Dr. Julius Kitutu Ms. Cynthia Allshouse
9:00am	General information	Ms. Stephanie Duplaga
9:15am	Governance and evaluation	Dr. Jacqueline Dunbar-Jacob
9:45am	Clinical Education Programs Scholarship/Evidenced Based Practice/DNP PhD Program	Dr. Sandra Engberg Dr. Cathy Bender
10:15am	External Relations	Dr. Susan Albrecht Ms. Mary Rogers Schubert Ms. Jennifer Fellows Ms. Janice Devine
10:45am	Break	
11:00am	Administration	Ms. Cynthia Allshouse Ms. Linda Chang Ms. Deb Zipay Ms. Debbie Evansky Ms. Kathleen Zoldos

11:30am Student Services

Dr. Julius Kitutu

Ms. Linda Holden

Ms. Suzanne Brody

12:00pm Educational and  
Research Support Services (CICL/CRE)

Dr. Susan Sereika

Mr. Scott Coulson

12:30pm Adjourn

UNIVERSITY OF PITTSBURGH  
School of Nursing

Dr. Jacqueline Dunbar Jacob, Dean, School of Nursing  
Dr. Susan Albrecht, Associate Dean for External Relations  
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# FACULTY HANDBOOK

July 2002 (Updated November 2011)



University of Pittsburgh

# INTRODUCTION

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Dear Colleague:

Service at a research university, with its emphasis on the discovery and dissemination of knowledge, is a challenge and a privilege that we all cherish. To assure a smooth functioning of the whole, organizations that deal with many thousands of individuals have to adopt formalized procedures and rules. The *Faculty Handbook* attempts to minimize the time and effort needed to become familiar with University policies that define your obligations as well as measures for your protection and security.

Aspects of University governance, benefits, and institutional support change and must be communicated to faculty. Compliance policies and procedures are instituted to satisfy federal and Commonwealth laws and must be made familiar to the faculty. The *Handbook* also serves as a guide with respect to the resources and services available to the faculty. However, only aspects of University governance of particular interest to faculty are included herein. If you need to pursue detailed procedures such as the planning of new programs, grievances, or other contractually binding processes, please refer to the full text of applicable policies.

With this edition, the *Handbook* will be available only online. This online handbook is presented in two versions: one as a PDF file, suitable for printing in whole or in part, and a second version in HTML\*. Topics are accessible through the table of contents as well as through a key word index at the end of the document.

The *Handbook* does not constitute a contract of employment. Changes to the *Handbook* will be included as promptly as feasible so that the University community has the most current description of policies and procedures available at all times.

It is my hope that this edition of the *Faculty Handbook* will aid your work within the University as we endeavor to make this institution an ever more distinguished and dynamic part of our community.

James V. Maher

Provost and Senior Vice Chancellor

\*Now only in PDF form (effective 2011).

# UNIVERSITY OF PITTSBURGH NONDISCRIMINATION POLICY STATEMENT

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The University also prohibits and will not engage in retaliation against any person who makes a claim of discrimination or harassment or who provides information in such an investigation. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, and access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs, please contact: University of Pittsburgh, Office of Affirmative Action, Diversity and Inclusion, 412 Bellefield Hall, Pittsburgh, Pittsburgh, PA 15260, 412-648-7860.

For complete details on the University's Nondiscrimination Policy, please refer to University Policy 07-01-03, *Nondiscrimination, Equal Opportunity, and Affirmative Action* (<http://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>).

For information on how to file a complaint under this Policy, please refer to University Procedure 07-01-03, *Nondiscrimination and Anti-Harassment* (<http://www.cfo.pitt.edu/policies/procedure/07/07-01-03.html>).

The *Faculty Handbook* is prepared by the Office of the Provost to provide essential information to the members of the faculty of the University of Pittsburgh. It is not intended to be a complete statement of all University faculty and academic policies. The policies and practices described are subject to change at the discretion of the University. They are not to be considered or otherwise relied upon as legal terms and conditions of employment, and the language used in this *Handbook* is not intended to create a contract between the University of Pittsburgh and its employees. To the extent any policy contained in this *Handbook* is inconsistent with law, such policy is superseded by law.

We are very grateful to the many reviewers who took the time to provide us with thoughtful and excellent suggestions for this revision of the *Faculty Handbook*. Suggestions for future editions are welcome and should be forwarded to the Office of the Provost, Vice Provost for Faculty Affairs, 826 Cathedral of Learning.

# TABLE OF CONTENTS

---

<b>Introduction</b> .....	2
<b>University of Pittsburgh Nondiscrimination Policy Statement</b> .....	3
<b>Table of Contents</b> .....	4
<b>I. The University Of Pittsburgh</b> .....	11
<b>Mission Statement</b> .....	11
<b>History</b> .....	12
<b>Governance</b> .....	14
<b>Board of Trustees</b> .....	14
<b>Administration</b> .....	14
<b>University Senate</b> .....	15
<b>School and Campus Governance</b> .....	17
<b>Planning and Budgeting System</b> .....	17
<b>University Planning and Budgeting Committee</b> .....	17
<b>Council of Deans</b> .....	18
<b>Provost's Advisory Committee on Undergraduate Programs</b> .....	18
<b>University Council on Graduate Study</b> .....	18
<b>University Research Council</b> .....	19
<b>Provost's Advisory Council on Instructional Excellence</b> .....	19
<b>Council on Academic Computing</b> .....	19
<b>Equipoise</b> .....	19
<b>Provost's Advisory Committee on Women's Concerns</b> .....	20
<b>Information Technology Steering Committee</b> .....	20
<b>II. Faculty Policies</b> .....	21
<b>Appointment and Tenure: University of Pittsburgh Bylaws, Chapter II</b> .....	21
<b>The Faculty</b> .....	21
Article I. Membership.....	21
Article II. Academic Tenure: Purposes and Obligations .....	21
Article III. General Policies of Appointment and Tenure.....	22
Article IV. Full-Time Tenured or Tenure-Stream Faculty.....	24
Article V. Part-Time Tenured or Tenure-Stream Faculty .....	27
Article VI. Full- and Part-Time Non-Tenure-Stream Faculty .....	29
<b>Faculty Librarians</b> .....	30
<b>Policy on Transfer of Faculty from Tenure-Stream Appointments to Appointments</b>	
<b>Outside the Tenure Stream</b> .....	31
Type A -- Temporary Transfer Out of the Tenure Stream.....	31
Type B -- Permanent Transfer Out of the Tenure Stream.....	31
<b>Graduate Faculty</b> .....	32
Qualifications for Membership in the Graduate Faculty.....	32
Procedure for Nomination.....	32



Appointment to the Graduate Faculty .....	33
<b>Distinguished Professorships .....</b>	<b>33</b>
General Criteria and Definitions: .....	33
Distinguished University Professor.....	33
Distinguished Professor .....	34
Distinguished Service Professor .....	34
Endowed Chair.....	34
<b>Chancellor's Distinguished Awards.....</b>	<b>34</b>
<b>Joint Appointments .....</b>	<b>34</b>
<b>Length of Appointments .....</b>	<b>36</b>
<b>Policy for Reduction in Length of Faculty Contracts .....</b>	<b>37</b>
<b>Summer Term and Session Appointments.....</b>	<b>37</b>
<b>Promotion and Tenure Reviews.....</b>	<b>38</b>
<b>Faculty Reviews and Appeals Principles and Procedures .....</b>	<b>38</b>
<b>Faculty Grievances .....</b>	<b>39</b>
<b>Policies Concerning Retired Faculty .....</b>	<b>40</b>
University Responsibilities .....	40
Faculty Responsibilities .....	40
Permanent Reduction of Employment.....	41
Planning for Retirement.....	42
<b>Policy on Emeritus/Emerita Status.....</b>	<b>42</b>
Procedure for Emeritus/Emerita Status.....	43
Emeritus/Emerita Recognition.....	43
<b>Extending Offers/Resignation .....</b>	<b>43</b>
<b>Employment.....</b>	<b>44</b>
<b>Access to Employee Personnel Files.....</b>	<b>44</b>
<b>Advanced Degrees .....</b>	<b>44</b>
<b>Affirmative Action.....</b>	<b>45</b>
<b>Accommodation of Individuals with Disabilities.....</b>	<b>45</b>
<b>Employment of Relatives (Nepotism) .....</b>	<b>46</b>
<b>ID Cards .....</b>	<b>46</b>
<b>Employment Eligibility Verification form I-9 .....</b>	<b>46</b>
<b>Leaves of Absence.....</b>	<b>47</b>
Sabbatical Leave .....	47
Faculty Leave for Professional Enhancement.....	48
Unpaid Leave of Absence .....	48
Faculty Medical and Family Leave Policy .....	49
Scope.....	49
Relationship to Federal Family and Medical Leave Act of 1993.....	49
Eligibility and Medical Leave .....	49
Medical Leave.....	50
Family Leave .....	50
Medical, Life, AD&D, and Disability Insurance Premiums .....	51
Tenure Track Considerations .....	51
<b>University Holidays .....</b>	<b>51</b>
<b>Vacations .....</b>	<b>52</b>
<b>Service and Outreach .....</b>	<b>52</b>

<b>Consulting and Outside Professional Service</b> .....	<b>52</b>
<b>Professional Service Within the University</b> .....	<b>53</b>
<b>University Personnel and Public Office</b> .....	<b>53</b>
<b>Campus Workplace</b> .....	<b>54</b>
<b>Defense and Indemnification of Faculty and Staff</b> .....	<b>54</b>
Policy .....	54
Procedure .....	55
<b>Role of University Attorneys <i>vis-a-vis</i> Individual Employees in Fact-Finding</b>	
<b>Investigations</b> .....	<b>56</b>
<b>Nondiscrimination Policy</b> .....	<b>57</b>
<b>Anti-Harassment Policy Statement</b> .....	<b>57</b>
<b>Sexual Harassment</b> .....	<b>57</b>
<b>AlertLine</b> .....	<b>58</b>
<b>Use of University Titles and Name</b> .....	<b>59</b>
<b>Personal Use of University Resources and Services</b> .....	<b>59</b>
<b>Computer Resources - Access and Use</b> .....	<b>59</b>
<b>Travel and Business Expenses</b> .....	<b>60</b>
<b>Moving – Household Goods Relocation</b> .....	<b>61</b>
<b>University Policy on Alcohol</b> .....	<b>61</b>
<b>Drug-Free Workplace</b> .....	<b>61</b>
<b>Smoking Policy</b> .....	<b>62</b>
<b>Recycling</b> .....	<b>62</b>
<b>Policy on Extreme Weather Conditions</b> .....	<b>62</b>
Scope.....	62
Policy .....	62
Students/Class Announcements .....	62
All Employees.....	62
Essential Personnel .....	62
<b>Environmental Health and Safety</b> .....	<b>63</b>
<b>Institutional Biosafety/rDNA Committee</b> .....	<b>64</b>
<b>Radiation Safety</b> .....	<b>64</b>
<b>Guidelines for Visitors to Labs and Shops</b> .....	<b>65</b>
<b>III. Academic Policies</b> .....	<b>66</b>
<b>Role of the Faculty Member</b> .....	<b>66</b>
<b>Faculty Development</b> .....	<b>66</b>
<b>Academic Integrity</b> .....	<b>67</b>
<b>Faculty-Student Relationships</b> .....	<b>69</b>
<b>Access to Students' Educational Records</b> .....	<b>69</b>
<b>Student Code of Conduct and Judicial Procedures</b> .....	<b>69</b>
<b>Student Absences</b> .....	<b>70</b>
<b>Office Hours</b> .....	<b>70</b>
<b>Academic Calendar</b> .....	<b>70</b>
<b>Grade Reporting</b> .....	<b>70</b>

Unavoidable Absences .....	71
Textbooks and Supplies, Instructional Materials, and Subscriptions .....	71
Custom Course Materials.....	72
University Photocopying Policy .....	73
Copyright Clearance Center .....	73
University Policy on Copyrights .....	74
English Language Fluency .....	75
Commencement.....	75
Honors Convocation .....	75
Freshman Convocation.....	75
Division of Student Affairs.....	75
Students with Disabilities .....	76
<b>IV. Research Administration .....</b>	<b>77</b>
<b>Rights, Roles, and Responsibilities of Research Investigators.....</b>	<b>77</b>
<b>Research Integrity.....</b>	<b>77</b>
<b>Office of Research Integrity.....</b>	<b>78</b>
<b>Research and Other Sponsored Projects Proposals .....</b>	<b>78</b>
<b>Protection of Human Subjects in Research.....</b>	<b>78</b>
<b>Laboratory Animals in Biomedical Research or Teaching.....</b>	<b>79</b>
<b>Conflicts of Interest.....</b>	<b>79</b>
<b>Conflict of Interest – Research/Teaching.....</b>	<b>79</b>
Definition of Conflict of Interest .....	79
Policy Requirements .....	79
<b>Conflict of Interest – Consultants .....</b>	<b>80</b>
<b>Conflict of Interest – Employees .....</b>	<b>80</b>
Withdrawal from Decisions .....	80
Misuse of Information.....	80
Gifts and Favors.....	80
Reporting Suspected Violations.....	81
<b>Patent Rights and Technology Transfer .....</b>	<b>81</b>
<b>Office of Research .....</b>	<b>82</b>
<b>Research Conduct and Compliance Office .....</b>	<b>82</b>
<b>Research Development .....</b>	<b>82</b>
<b>Research Allocations .....</b>	<b>82</b>
<b>Small Grants Program.....</b>	<b>83</b>
<b>Competitive Medical Research Fund .....</b>	<b>83</b>
<b>Office of Technology Management.....</b>	<b>84</b>
<b>Commercialization of Inventions Through Independent Companies .....</b>	<b>84</b>
<b>V. Faculty Compensation And Benefits.....</b>	<b>85</b>
<b>Compensation.....</b>	<b>85</b>
<b>Paychecks .....</b>	<b>85</b>
<b>Overload Pay.....</b>	<b>85</b>

<b>Salary Increases</b> .....	<b>86</b>
<b>Fringe Benefits</b> .....	<b>86</b>
<b>Introduction</b> .....	<b>86</b>
<b>Participation Guidelines</b> .....	<b>87</b>
<b>Family Status Changes</b> .....	<b>87</b>
<b>Eligibility</b> .....	<b>87</b>
<b>Benefits</b> .....	<b>88</b>
Medical .....	88
Dental Coverage .....	88
Vision Coverage .....	88
Group Term Life Insurance .....	88
Group Term Accidental Death and Dismemberment Insurance (AD&D).....	88
Long-Term Care Insurance .....	88
Optional Dependent Group Term Life Insurance .....	89
Flexible Spending Accounts .....	89
Disability Benefits .....	89
<b>The Retirement Program</b> .....	<b>90</b>
Noncontributory Defined Benefit Pension Plan.....	90
Contributory Pension Plan .....	90
<b>Annual Medical Evaluation</b> .....	<b>91</b>
<b>Educational Benefits</b> .....	<b>91</b>
Faculty Members .....	91
Faculty Spouses .....	92
Faculty Children Attending Pitt .....	92
Faculty Children Attending Other Institutions.....	93
Tuition Exchange Scholarship Program.....	93
Tuition Scholarships for Other Institutions .....	93
Falk School .....	94
<b>Domestic Partner Benefits</b> .....	<b>95</b>
<b>Public Liability Insurance</b> .....	<b>95</b>
<b>Business Travel Accident Insurance</b> .....	<b>95</b>
<b>Workers' Compensation Insurance</b> .....	<b>96</b>
<b>Social Security</b> .....	<b>96</b>
<b>Unemployment Compensation</b> .....	<b>96</b>
<b>VI. University Academic Resources And Services</b> .....	<b>98</b>
<b>Libraries</b> .....	<b>98</b>
<b>Hillman Library</b> .....	<b>98</b>
<b>Departmental Libraries</b> .....	<b>99</b>
<b>Professional School Libraries</b> .....	<b>99</b>
<b>Computing Environment</b> .....	<b>100</b>
<b>Computing Services and Systems Development (CSSD)</b> .....	<b>100</b>
<b>University Computer Account</b> .....	<b>101</b>
<b>Managing A University Computer Account</b> .....	<b>101</b>
<b>Types of University Computer Accounts</b> .....	<b>101</b>
<b>Technology Help Desk</b> .....	<b>102</b>

<b>University of Pittsburgh Knowledgebase .....</b>	<b>102</b>
<b>Documentation and Publications .....</b>	<b>102</b>
<b>CourseWeb .....</b>	<b>102</b>
<b>Computing Classrooms .....</b>	<b>102</b>
<b>Software Purchasing through Software Licensing Services.....</b>	<b>103</b>
<b>Hardware and Software Purchasing .....</b>	<b>103</b>
<b>Administrative Applications.....</b>	<b>103</b>
<b>Scientific Computing .....</b>	<b>103</b>
<b>Computing Labs and Connectivity for Students .....</b>	<b>104</b>
<b>Training.....</b>	<b>104</b>
<b>Telecommunications.....</b>	<b>105</b>
<b>Pittsburgh Supercomputing Center.....</b>	<b>105</b>
<b>Academic Centers and Service Units .....</b>	<b>105</b>
<b>Learning Research and Development Center .....</b>	<b>105</b>
<b>University Center for International Studies .....</b>	<b>106</b>
<b>University Center for Social and Urban Research.....</b>	<b>107</b>
<b>Center for Philosophy of Science .....</b>	<b>107</b>
<b>Center for Instructional Development and Distance Education.....</b>	<b>108</b>
<b>Office of Measurement and Evaluation of Teaching .....</b>	<b>108</b>
Testing .....	109
Evaluation of Teaching .....	109
<b>University Summer Session.....</b>	<b>109</b>
<b>Office of International Services.....</b>	<b>109</b>
<b>GlobalPittsburgh .....</b>	<b>110</b>
<b>University Book Center .....</b>	<b>110</b>
<b>University of Pittsburgh Press.....</b>	<b>111</b>
<b>Ancillary Services.....</b>	<b>111</b>
<b>Safety and Security.....</b>	<b>111</b>
<b>Parking, Transportation and Services.....</b>	<b>111</b>
Parking at the Pittsburgh Campus.....	111
University Shuttle System.....	112
SafeRider .....	112
Disability Resources and Services .....	113
Ridesharing Program .....	113
Carpooling.....	113
Vanpooling.....	113
Bicycling.....	113
Guaranteed Ride Home.....	113
Courtesy Parking.....	113
Vehicle Rental.....	114
Travel Management .....	114
On- or Off-Campus Office/Laboratory Moving Services .....	114
<b>Off-Campus Living and Housing Services.....</b>	<b>114</b>
<b>Dining Services .....</b>	<b>115</b>
<b>University Child Development Center .....</b>	<b>115</b>
<b>Duplicating Services .....</b>	<b>115</b>

<b>Mailing Services</b> .....	<b>116</b>
Packages Plus.....	116
Express Mail.....	116
<b>Meeting Rooms</b> .....	<b>116</b>
<b>Surplus Equipment Recycling and Disposal</b> .....	<b>117</b>
<b>Ticket Services</b> .....	<b>117</b>
<b>Intercollegiate Athletics</b> .....	<b>117</b>
<b>Physical Recreation Facilities</b> .....	<b>118</b>
<b>University Wellness Program</b> .....	<b>118</b>
<b>Sexual Assault Services Office</b> .....	<b>118</b>
<b>Life Solutions</b> .....	<b>118</b>
<b>U.S. Treasury Savings Bond Plan</b> .....	<b>119</b>
<b>Credit Union</b> .....	<b>119</b>
<b>External Relations</b> .....	<b>119</b>
<b>Office of Institutional Advancement</b> .....	<b>119</b>
Alumni Relations.....	119
Capital Campaign.....	120
Corporate and Foundation Relations.....	120
Annual Fund.....	120
Planned Giving.....	121
School-Based Development.....	121
Systems and Operations.....	121
Systems.....	121
Stewardship Services.....	121
Heinz Memorial Chapel.....	121
Special Events.....	121
<b>Public Affairs</b> .....	<b>122</b>
University News and Magazines.....	122
University Marketing Communications.....	123
Executive Communications.....	123
University Times.....	123
<b>Governmental Relations</b> .....	<b>124</b>
Federal Relations.....	124
Commonwealth Relations.....	124
City/County Relations.....	125
Community Relations.....	125
<b>Index</b> .....	<b>126</b>

# I. THE UNIVERSITY OF PITTSBURGH

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## MISSION STATEMENT

The University of Pittsburgh, founded in 1787, is one of the oldest institutions of higher education in the United States. As one of the nation's distinguished comprehensive universities, the resources of the University constitute an invaluable asset for the intellectual, economic, and social enrichment of Pennsylvania, while the international prestige of the University enhances the image of Pennsylvania throughout the world. The University's mission is to:

- provide high-quality undergraduate programs in the arts and sciences and professional fields, with emphasis upon those of special benefit to the citizens of Pennsylvania;
- offer superior graduate programs in the arts and sciences and the professions that respond to the needs of Pennsylvania, as well as to the broader needs of the nation and the world;
- engage in research, artistic, and scholarly activities that advance learning through the extension of the frontiers of knowledge and creative endeavor;
- cooperate with industrial and governmental institutions to transfer knowledge in science, technology, and health care;
- offer continuing education programs adapted to the personal enrichment, professional upgrading, and career advancement interests and needs of adult Pennsylvanians; and
- make available to local communities and public agencies the expertise of the University in ways that are consistent with the primary teaching and research functions and contribute to social, intellectual, and economic development in the Commonwealth, the nation, and the world.

The Trustees, faculty, staff, students and administration of the University are dedicated to accomplishing this mission, to which they pledge their individual and collective efforts, determined that the University shall continue to be counted among the prominent institutions of higher education throughout the world.

## HISTORY

The University of Pittsburgh (<http://www.pitt.edu/>) was founded -- as the Pittsburgh Academy -- in a log cabin in 1787, 11 years after the signing of the Declaration of Independence. It achieved university status in 1819. During its 1966 sessions, the General Assembly of the Commonwealth of Pennsylvania formally recognized the University of Pittsburgh as an integral part of the system of higher education in Pennsylvania and designated it a "state-related" university. The University amended its charter to reflect this designation and changed its official name to "University of Pittsburgh of the Commonwealth System of Higher Education."

A private, state-related, nonsectarian institution, the University receives an annual appropriation from the Commonwealth of Pennsylvania and income from endowments, tuition, gifts, grants, sponsored research, clinical activities, and private sources. The state-related universities -- which also include The Pennsylvania State University, Temple University, and Lincoln University -- are legally instruments of the Commonwealth as specified by statute. Each possesses a separate, nonprofit corporate charter and is governed by a separate board of trustees, fully accountable for the operation of the institution.

The Pittsburgh Campus includes 16 schools: the School of Arts and Sciences, which includes the undergraduate and the graduate programs in the arts and sciences, the College of General Studies, the University Honors College, the Joseph M. Katz Graduate School of Business and College of Business Administration, the Graduate School of Public and International Affairs, the Graduate School of Public Health, and the Schools of Dental Medicine, Education, Engineering, Health and Rehabilitation Sciences, Law, Information Sciences, Medicine, Nursing, Pharmacy, and Social Work. The full-time equivalent student enrollment at the Pittsburgh Campus alone for Fall Term 2001 was 29,613 (for current University data on student enrollment and other management information, visit the Office of Institutional Research Website at <http://www.ir.pitt.edu/>).

The Pittsburgh Campus -- consisting of more than 90 academic, research, and administrative buildings and residence halls, located on a 132-acre site three miles from the city's business center -- is adjacent to 450 acres of rolling civic park land. Nearby are concert halls, museums, theaters, research institutes, book stores, art galleries, restaurants, churches, and playgrounds. Other institutions of higher education located nearby include Carlow College, Carnegie Mellon University, Chatham College, and Duquesne University. Medical education, research, and patient care come together within the UPMC Health System, an affiliate of the University of Pittsburgh, which works closely with the University's six Health Sciences schools. The UPMC Health System includes UPMC Presbyterian, UPMC Shadyside, Western Psychiatric Institute and Clinic, Eye and Ear, and the University of Pittsburgh Cancer Institute.

In addition to the Pittsburgh Campus, the University has regional campuses in Bradford, Greensburg, Johnstown, and Titusville, Pennsylvania.

The University of Pittsburgh at Bradford (<http://www.upb.pitt.edu/>) (UPB), established in 1963, offers a comprehensive array of undergraduate programs leading to the award of the Bachelor of Arts, Bachelor of Science, and Associate of Science degrees. The beautiful 155-acre, modern campus is three hours north of Pittsburgh (one hour south of Buffalo, New York). The city of Bradford offers a small town environment with modern amenities and plentiful outdoor recreational opportunities. As the only institution of higher learning in a six-county area, UPB



plays an important role in the region's cultural, educational, and economic development, and enrolls about 1,200 full-time equivalent students.

The University of Pittsburgh at Greensburg (<http://www.pitt.edu/~upg/>) (UPG), established in 1963, is situated on an attractive 160-acre campus in suburban Hempfield Township just three miles southeast of the city of Greensburg and approximately 33 miles southeast of Pittsburgh. UPG offers a variety of four-year undergraduate program options in the arts and sciences and management. The campus provides a small college setting with personalized academic attention for approximately 1,700 full-time equivalent students. In addition to locally available resources, UPG's location is close enough for students to take advantage of cultural and athletic activities on the Pittsburgh Campus.

The University of Pittsburgh at Johnstown (<http://www.upj.pitt.edu/>) (UPJ), founded in 1927 as the Johnstown Center, became a four-year campus in 1971. The largest of the regional campuses within the University system, with more than 3,000 full-time equivalent students, UPJ has a solid academic reputation built on the high priority given to teaching. The spacious, 650-acre campus located about 75 miles east of Pittsburgh is the third largest college campus in Pennsylvania. UPJ offers a wide range of academic majors, student activities, and housing options in a relaxed, friendly atmosphere. In addition to the humanities, natural sciences, and social sciences, UPJ has divisions for education and engineering technology, as well as health science offerings.

The University of Pittsburgh at Titusville (<http://www.upt.pitt.edu/>) (UPT), established in 1963 as a two-year campus, provides relocation and transfer programs for students pursuing baccalaureate degrees, as well as career-oriented programs for those pursuing associate degrees. UPT is located on a 10-acre site in northwestern Pennsylvania in the pleasant residential city of Titusville, the site of the first commercially successful oil well and significant in the early development of the oil industry. With its small class sizes, individual attention both in and out of the classroom, and many opportunities for involvement and leadership in campus affairs, UPT offers approximately 480 full-time equivalent students a favorable beginning college experience.

The Commonwealth's designation and support of the University of Pittsburgh as a state-related university makes educational services available at lower tuition charges to the residents of Pennsylvania. The state-related designation provides state funds for the University's general operating budget; it makes the University eligible for state facility construction grants; yet it permits the University to remain legally a private entity and to retain most of the freedom and individuality of a private institution while it serves more fully the needs of the residents of the Commonwealth. The University still relies on private, federal, and foundation sources -- tuition income, income from service operations, sponsored research funds, and income from endowments and private giving.

The University sets its own standards for admissions, awarding of degrees, and faculty qualifications. The state support permits lower tuition rates that enable more men and women of ability to attend the University, and it helps the institution maintain salary and benefits programs that enhance its ability to attract and retain high-caliber faculty and staff.

The University of Pittsburgh, including all four regional campuses, is accredited by the Middle States Association of Colleges and Schools. The University is an elected member of the Association of American Universities (AAU), composed of approximately the 65 most respected research universities in North America.

## **GOVERNANCE**

### **Board of Trustees**

The University of Pittsburgh Board of Trustees is responsible for advancing the purposes of the University; promoting and protecting its independence, academic freedom, and integrity; and enhancing and preserving its assets for the benefit of future generations of students and society at large. Trusteeship is a public trust, and the Trustees bear responsibility for the financial and academic development of the University, for overseeing the management of its resources, and for ensuring that the University meets its obligations to the Commonwealth of Pennsylvania and to society generally.

The Board of Trustees delegates general administrative, academic, and management authority to the Chancellor of the University. The Board retains ultimate responsibility for all University affairs, however, and reserves its authority directly in at least three areas: selection of a Chancellor; approval of major institutional policies, particularly those related to the fiduciary responsibilities of the Board; and definition of the mission and goals of the University.

The Board of Trustees is composed of thirty-six voting members consisting of: the Chancellor; seventeen Term Trustees, elected by the Board; six Alumni Trustees, elected by the Board, on nominations by the University Alumni Association Board of Directors; and twelve Commonwealth Trustees, four each appointed by the Governor, the President *Pro Tempore* of the Senate, and the Speaker of the House. There is, in addition, a class of fourteen Special Trustees elected by the Board of Trustees. They may attend all meetings of the Board and are entitled to and exercise all rights, responsibilities, and privileges of Trusteeship, except the right to vote at Board meetings. The Board of Trustees includes the Governor of Pennsylvania, the Secretary of Education, and the Mayor of the City of Pittsburgh, all three of whom are non-voting, *ex officio* members.

Any person who has served as a Trustee of the University and who is considered worthy of special honor by virtue of leadership, long and devoted service, or other exceptional contribution to the progress and welfare of the institution may be elected an Emeritus/Emerita Trustee. Emeritus/Emerita Trustees may attend meetings of the Board but are not entitled to vote.

There are three or more regular meetings of the Board each year, including an annual meeting. Special meetings may be called by the Chairperson or by the Chancellor, or by the Secretary at the written request of five voting members of the Board. Much of the work of the Board is carried out in committees, and many of these committees include faculty, staff, and students as non-voting representatives.

### **Administration**

The University of Pittsburgh is an institution of higher learning and research in which policy is shaped with the involvement of Trustees, administrators, faculty members, staff, and students. An environment of collegiality permits individuals and groups to share information and express views in an open and responsive manner. Consultation and consensus-building are important means for approaching decisions, especially in academic and financial matters.

The Chancellor and Chief Executive Officer is the chief academic and administrative officer of the University. The Chancellor and Chief Executive Officer shall be entrusted with the superintendence, protection, and development of the welfare and reputation of the University.

The Chancellor is a member of the Board of Trustees and is responsible to the Board. The Chancellor's deputies in guiding instruction and research are the Senior Vice Chancellor and Provost, the Senior Vice Chancellor for Health Sciences, the deans of the various schools and faculties, the presidents of the regional campuses, the department chairs, and the directors of University centers and institutes. The Chancellor and Chief Executive Officer, the Provost, the Senior Vice Chancellor for Health Sciences, the deans, and the regional campus presidents are recruited and selected in accordance with procedures that involve representative members of the faculty and staff, as well as student leaders. Faculty of the University, particularly those of the relevant schools, and students are urged to recommend candidates for these positions.

Other principal administrative officers of the University include the Executive Vice Chancellor, the Vice Chancellor for Budget and Controller, the Vice Chancellor for Institutional Advancement, Vice Chancellor for Community and Governmental Relations, Vice Chancellor for Public Affairs, Vice Chancellor for Research Conduct and Compliance, and the Secretary of the Board of Trustees.

The University is organized by campuses, colleges/schools, and centers. Each school is administered by a dean. In most of the schools, the basic organizational unit is the academic department, headed by a chair. Traditionally, and by specific delegation from the Trustees and the Chancellor and Chief Executive Officer, departmental faculties determine curriculum design, instructional practice, grading, and admissions, and effectively propose faculty appointments and promotions. In other areas, including budget operation, personnel management, and salary practice, authority is specifically delegated from the Trustees through an administrative chain including the Chancellor and Chief Executive Officer, the Provost, or Senior Vice Chancellor for Health Sciences, Executive Vice Chancellor, Vice Chancellor for Budget and Controller, deans and regional campus presidents, and chairs of the academic departments. In summary, the pattern of governance in the University is one of shared responsibilities and authority, with the ultimate legal authority residing in the Board of Trustees.

Members of the faculty express their views, recommendations, and requests through their departmental and school faculty meetings and committees, through the University Senate, and through the University Planning and Budgeting System. Under the Planning and Budgeting System, the widest participation by administrators, faculty, staff, and students in planning and budgeting takes place in a bottom-up manner, usually beginning at the department/program level.

## **University Senate**

The purpose of the Senate is to create and maintain communication channels among students, staff, faculty, administrative officers, and the Board of Trustees for discussion and consultation on all matters affecting the welfare of the University. At least one general meeting of the Senate is held during the academic year to discuss matters of central concern to the University community and the work of the Senate bodies.

The membership of the Senate shall consist of: (1) The Chancellor of the University; (2) all persons who hold full-time academic appointments in the University of Pittsburgh or a degree-recommending unit with the titles of lecturer, senior lecturer, instructor, assistant professor, associate professor or professor; (3) all part-time tenured faculty; (4) all persons who hold full-time appointments at the University of Pittsburgh as faculty librarians; (5) those part-time untenured faculty who annually indicate to the Director of the Senate Office their desire for membership and who, during each of the two academic years previous to the desired year of

membership, have taught a minimum of six credits per year for remuneration; (6) eight administrators who are members of Senate Council; (7) four additional administrators designated by the Chancellor; (8) the Deans; (9) student and staff members of Senate Council and of Senate Standing Committees; (10) those emeriti and retired faculty and librarians who were Senate members at the time of their retirement and who indicate to the Director of the Senate Office their desire to remain members; and (11) such other individuals as shall be elected by the Senate.

Senate recommendations are usually expressed through two deliberative bodies, the Senate Council and the Faculty Assembly. The Council is composed of elected faculty members (see below), the Chancellor, administrative appointees designated by the Chancellor, three staff members, and students representing various graduate and undergraduate constituencies within the University.

The Faculty Assembly is a representative forum of the faculty whose membership is established by election from across the University's several schools, divisions, and campuses, and also includes Standing Committee Chairs. The elective process for faculty provides for a three-year term for membership on the Faculty Assembly; the second and third years of the term include membership on Senate Council. The Senate Council and the Faculty Assembly meet at regularly stated times that are published in the University's Academic Calendar. Meetings of both are open to members of the University community as observers.

The Senate has three elected officers: President, Vice President, and Secretary. Each officer's term is one year. An officer can serve no more than three consecutive terms. These officers, along with the most immediate Past President and the Director of the Office of the University Senate, both of whom are non-voting, *ex officio* members, form the Executive Committee and are responsible for supervising the affairs of the Senate, including the setting of meeting times and agenda.

Recommendations from Senate bodies are made to the Chancellor of the University or other appropriate University officers on policy matters including (but not limited to): education; tenure; academic freedom; student affairs; physical plant (including expansions); substantive and procedural budgetary matters; health and welfare of the faculty, students, and staff; athletics; admissions; nondiscrimination; creation, termination, or merger of schools or major academic divisions; creation or termination of major administrative units; the University-wide mission and plan; and other matters of University-wide concern. It is the responsibility of the administrative officers to consult with and seek the advice of the Senate on major changes that affect the faculty in these policy areas.

Standing Committees of the Senate are: Admissions and Student Aid; Anti-discriminatory Policies; Athletics; Benefits and Welfare; Budget Policies; Bylaws and Procedures; Commonwealth Relations; Community Relations; Computer Usage; Educational Policies; Library; Plant Utilization and Planning; Student Affairs; Tenure and Academic Freedom; and University Press. Special committees may be formed by the Council and the Faculty Assembly as each body deems appropriate. Special *ad hoc* committees may be formed by the Senate Executive Committee, the Council, and the Assembly as each body deems appropriate.

The Office of the University Senate, 1234 Cathedral of Learning, assists in coordinating the activities of the officers, the committees of the Senate, and its deliberative bodies. Further information on the organization of the Senate is available from the Office of the University

Senate, telephone 412-624-6505, or visit the Website at <http://www.pitt.edu/univsenate/index.html>.

## **School and Campus Governance**

In each school or campus, faculty members are responsible for encouraging free inquiry and free expression, and for maintaining conditions conducive to learning, research, and service. The faculty influences policies and programs through participation in the governing bodies of the school or campus. The faculty of each school or campus has primary responsibility in the areas of curriculum design, degree requirements, program content, methods of instruction, academic advising, and the conduct of research and public service.

For additional information, refer to University Policy 02-04-01 (<http://www.cfo.pitt.edu/policies/policy/02/02-04-01.html>), *Role of Faculty in School and Regional Campus Governance*.

The University is organized by schools/campuses and faculties, each administered by a dean/campus president. The basic organizational unit of the school/campus is the department/division, headed by a chairperson. Chairs may consult with other faculty in their department/division and, when possible, develop a faculty consensus in carrying out particular responsibilities. Chairs also preside over faculty deliberations leading to the development of a faculty position on academic matters. Department/division chairpersons regularly evaluate faculty, make recommendations to the dean/campus president regarding faculty salary increments and other faculty personnel issues.

For additional information, refer to University Policy 01-03-08 (<http://www.cfo.pitt.edu/policies/policy/01/01-03-08.html>), *School and Regional Campus Governance*.

## **Planning and Budgeting System**

The Planning and Budgeting System (PBS) is the central and collegial process for responding to the challenges and opportunities of the University. The PBS facilitates academic, research, service, and support activities of the University by ensuring full access to relevant information and by providing a rational, clear, and consistent framework for planning and budgeting decisions. Under PBS, wide participation by faculty, staff, students, and administrators takes place at every organizational level. Planning and Budgeting Committees at the responsibility center level and at the departmental/program level coordinate and prioritize their plans and budgets. The aim is to make each department/program and responsibility center planning process as effective and as creative as possible within the constraints imposed by its role within the University. The Planning and Budgeting System (PBS) document is available at <http://www.pitt.edu/~jdl1/PBSdoc.htm>.

## **University Planning and Budgeting Committee**

The University Planning and Budgeting Committee (UPBC), which is chaired by the Provost, advises the Chancellor in the development of University operational and long-range plans and budgets. UPBC work includes: developing planning parameters and planning information; reviewing planning proposals from the Senior Vice Chancellors and Vice Chancellors who report directly to the Chancellor; and drafting proposed University plans and budgets for the Chancellor's consideration. In addition, the UPBC reviews policy matters including: facilities

planning; the creation, termination, or merger of schools or major academic divisions; the creation or termination of major administrative units; the University-wide mission and strategic plan; and other matters of University-wide concern. Members of the UPBC include the Senior Vice Chancellors and elected and *ex officio* representatives of Pittsburgh Campus and regional campus faculty, staff, deans, and students.

## **Council of Deans**

The Council of Deans provides advice and counsel to the Provost on academic matters and University-wide issues, including business and policy practices, staff and faculty benefits, institutional advancement, and budget and planning. Membership of the Council includes the deans, the directors of major centers, the regional campus presidents, and other key administrators in the Provost's Area. The Council of Deans is chaired by the Provost. The Council meets regularly throughout the academic year.

## **Provost's Advisory Committee on Undergraduate Programs**

The Provost's Advisory Committee on Undergraduate Programs (PACUP) reviews, evaluates, and makes recommendations to the Provost concerning basic standards, regulations, and policies of undergraduate study, as well as academic planning proposals for: (1) new or substantially modified majors, degree programs, academic departments or schools; (2) termination of majors, degree programs, academic departments or schools; (3) new certificate programs, areas of concentration, or minors; and (4) termination of certificate programs, areas of concentration, or minors. PACUP also receives periodic reports from the appropriate faculty councils and committees on the current status of all undergraduate degree and certificate programs and, when necessary, conducts its own reviews. Two PACUP members serve on the Subcommittee for the Evaluation of Academic Programs. PACUP comprises ten voting members from the undergraduate faculty, two voting members from the undergraduate student body, and four non-voting *ex officio* academic administrators. All members serve on a rotating basis. PACUP is chaired by the Provost's designee.

For additional information, refer to University Policy 01-03-11 (<http://www.cfo.pitt.edu/policies/policy/01/01-03-11.html>), *Provost's Advisory Committee on Undergraduate Programs*.

## **University Council on Graduate Study**

The University Council on Graduate Study (UCGS) reviews, evaluates and makes recommendations to the Provost concerning proposals to establish or terminate post-baccalaureate degree and certificate programs throughout the University. It develops basic standards, regulations and policies applicable to all fields of graduate instruction and prepares and approves changes to *Regulations Governing Graduate Education at the University of Pittsburgh*. It is charged to keep informed regarding the quality of graduate education throughout the University and to conduct its own reviews of programs when necessary. Five of its members serve on the Subcommittee for the Evaluation of Academic Programs. Through the work of its committees and *ad hoc* task forces, it examines and makes recommendations concerning the changing aspects of graduate education, University policies directly affecting graduate students, and resources available to graduate education. UCGS members include twenty-one regular members of the Graduate Faculty, distributed according to the number of

Graduate Faculty in each school, and six graduate students. It is chaired by the Vice Provost for Graduate Studies.

For additional information, refer to University Policy 01-03-10, (<http://www.cfo.pitt.edu/policies/policy/01/01-03-10.html>), *University Council on Graduate Study* or visit the Website at <http://www.pitt.edu/~graduate/ucgs.html>.

## **University Research Council**

The University Research Council (URC) (<http://www.pitt.edu/~vpres/URC/>) is an advocate for research and reviews and assists in the development of policies pertaining to the conduct of research, scholarship, and creative activities within the University. Members are appointed by the Provost. The faculty members that serve on the University Research Council are broadly representative of the research-oriented schools and departments of the University, and include two representatives of University Senate. The Council reports to the Chancellor and is chaired by the Chancellor's designee. The Council is the principal faculty voice for research, and URC members serve as research liaisons with their academic areas. The University Research Council also advises the Vice Provost for Research on matters pertaining to the University's small grants program and the operation of the Office of Research.

## **Provost's Advisory Council on Instructional Excellence**

The Advisory Council on Instructional Excellence advises the Provost on the means to encourage instructional development and teaching excellence at the University of Pittsburgh. It realizes these goals through the sponsorship of special programming and the disposition of grants to faculty members seeking funding for curricular- and technology-driven proposals to advance instructional development and teaching excellence. Council members are appointed by the Provost from academic units across the University and are recognized for their own instructional accomplishments. The Council meets regularly throughout the academic year and is chaired by the Vice Provost for Faculty Affairs. Members serve on a rotating basis.

For additional information, visit the Website at <http://www.pitt.edu/~facaffs/acie/index.html>.

## **Council on Academic Computing**

The Council on Academic Computing (<http://www.pitt.edu/~vpres/CAC>) advises the Provost on academic computing needs throughout the institution. It will endorse proposals and recommend priorities and broad policies in the areas of network services, acquisition of instructional software, and the development of specialized facilities. The Council provides a forum for technical discussions of faculty computer interests through Council members who are knowledgeable on the state of computing across the University. The Council chair is appointed by the Provost.

## **Equipoise**

Equipoise is an organization of African American students, faculty, staff, and administrators that advises the senior administration on African American issues. The organization was established several decades ago as the Organization of Black Administrators, Faculty, and Staff (OBAFS). In 1980 the name was changed to Equipoise. The purpose of Equipoise is to facilitate the unique goals and objectives related to African American faculty, administrators, staff and students.

The organization consists of an Advisory Committee and four Subcommittees with responsibility for issues pertaining to (1) Community-University-Interface, (2) Recruitment, Retention and Promotion of Staff and Administration, (3) Recruitment, Retention and Graduation of African American Students, and (4) Recruitment and Retention of Faculty. Membership is open to all.

### **Provost's Advisory Committee on Women's Concerns**

The Provost's Advisory Committee on Women's Concerns (PACWC) (<http://www.provost.pitt.edu/pacwc/>) is appointed by the Provost. PACWC is charged with: reviewing the environment for women at the University; identifying areas in which the University could improve responsiveness; suggesting solutions for identified problems; and representing women in all areas of the University. It seeks to ensure a productive educational and work environment for students, faculty, and staff, particularly in areas related to women's concerns. PACWC consists of faculty, staff, administrators, and students. The Provost appoints the chair.

### **Information Technology Steering Committee**

The Information Technology Steering Committee (ITSC) is appointed by the Chancellor and chaired by the Provost to develop broad policy recommendations across the broad spectrum of information technology planning. The ITSC prepares and reviews on a regular basis the University's strategic information technology plan and recommends funding for its accomplishment. In addition, it recommends the annual distribution of the student network services fee within the context of the strategic plan. The members of the ITSC include senior administrators, deans, faculty representatives from Senate committees, and student representatives.



## II. FACULTY POLICIES

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### APPOINTMENT AND TENURE: UNIVERSITY OF PITTSBURGH BYLAWS, CHAPTER II

#### The Faculty

##### Article I. Membership

1.1 **Membership of University Faculty.** The membership of the University Faculty shall consist of such officers of the Corporation or other persons as may be designated by the Chancellor and Chief Executive Officer, and all members of the teaching staff with positions described in Articles IV and V.

1.2 **Membership of Degree-Recommendng Units.** The membership of the Faculty of each degree-recommending unit shall consist of the Chancellor and Chief Executive Officer, the Provost and the appropriate Senior Vice Chancellor, the Dean, and all other persons in the unit with positions described in Articles IV and V, and those full-time persons with positions described in Article VI.

##### Article II. Academic Tenure: Purposes and Obligations

2.1 **Basic Mission of the University.** The basic mission of the University of Pittsburgh is the advancement of learning. This purpose stems from the particular objectives of its founders and is carried out in the framework of tasks developed and shared by the community of higher education. The University seeks to discover knowledge and to transmit it to students in a fashion that not only will stimulate them to further pursuit of knowledge but may also prepare them for careers in the various professions. Autonomy and freedom of inquiry are required for the University to carry out its mission. The faculty must have high qualifications, academic standards should be challenging, and neither research nor teaching should be slighted.

2.2 **Other Elements of Mission.** In this country we have come to link the acquisition of knowledge with its application to the goals of society. The University's mission is also shaped, therefore, by a commitment to public service and to the development of individuals as free, responsible citizens.

2.3 **Academic Tenure.** The institution of academic tenure is an indispensable element in the environment of free inquiry required for a university to carry out its tasks. The purposes and obligations of tenured appointment at the University of Pittsburgh are set forth in the following paragraphs:

2.4 **Purposes of Tenure.** Academic tenure is a status accorded members of university faculty who have demonstrated high ability and achievement in their dedication to the growth of human knowledge. Tenure is intended to assure the University that there will be continuity in its experienced faculty and in the functions for which they are responsible. The University encourages the independence of the mind and the freedom to inquire. Therefore, promotion to tenured rank constitutes recognition by the University that a person so identified is qualified by achievements

and contributions to knowledge as to be ranked among the most worthy of the members of the faculty engaged in scholarly endeavors: research, teaching, professional training, or creative intellectual activities of other kinds.

**2.5 Obligations and Responsibilities of Tenure.** Tenure entails special and important obligations.

- a. The primary responsibilities of the tenured faculty are effective teaching and creative research throughout their careers, which advance their respective fields of learning and research, and initiate others into these fields through creative and effective teaching.
- b. Secondly, tenured appointment imposes stringent concern for the quality of the faculty. It is the duty of all members of the faculty to seek the best qualified persons for appointment. This duty weighs most heavily on the tenured in their service on those bodies entrusted with responsibility for retentions and promotions. When none of the available candidates meets the standards of excellence, only an explicitly temporary appointment should be made in order to prevent permanent appointments of less than fully-qualified faculty.
- c. Thirdly, those who accept the rights and immunities of tenured appointment owe it to their colleagues unfailingly and unflinchingly to defend independence and freedom of mind in their field of competence. The tenured faculty should create and sustain an intellectual ambiance in which their non-tenured colleagues can think, investigate, speak, write, and teach secure in the knowledge that their intellectual vitality is both essential and welcome.
- d. Fourthly, it falls to all, but again most stringently to the tenured, to see that no improper consideration enters into the appointive process. Academic freedom, no less than academic excellence, requires that academic appointments be made on academic grounds alone.
- e. And lastly, the acceptance of an appointment, whether for a term or permanently, implies a commitment to the University as an intellectual community. The rights to membership on the faculty and to academic freedom carry with them the obligations to uphold academic freedom against invasion or abuse, to not violate the academic freedom of others, and to perform in a productive, professional fashion so as to deserve membership on the faculty. It is equally a responsibility of the officers of the University administration and of the Board of Trustees to assure, to protect, and to defend academic freedom. The tenured faculty and the officers and Board members should work together to that end.

Thus the tenure system entails not only the maintenance of the highest standards by which the merits of alternative candidates are to be appraised, but also the special obligations and responsibilities of those who are awarded tenure.

### **Article III. General Policies of Appointment and Tenure**

**3.1 Non-Merit Considerations for Appointment and Promotion.** The work of the University requires a wide variety of talents, balanced among specialized fields. Because these needs change over time, the University must be capable of responding to these changes. Therefore, all recommendations of appointment and promotion not

only must be evaluated in terms of the individual merits of the candidate, but also must take into account the current standards of the relevant discipline or profession at large and the requirements of the candidate's department or school at the time of the recommendation and for the then-foreseeable future. Because it is necessary to retain flexibility within the anticipated resources of the University, the proportion of tenured to non-tenured faculty must not rise to a level that would impair the University's or school's capacity to respond to changing demands for its services. When a faculty member becomes eligible for consideration for promotion with tenure, this factor may be important to those who participate in the decision on whether or not tenure will be awarded.

**3.2 Periodic Review.** There will be periodic review (at least annually) of the faculty member's situation during probationary service. The faculty member will be advised of the time when decisions concerning renewal and tenure are to be made, and submit material so as to assure adequate consideration of questions of renewal and tenure.

**3.3 Assistance of Senior Colleagues; Decisions on Appointment and Promotion.** The non-tenured faculty member should seek advice and assistance from senior colleagues; the ability of senior colleagues to advise, assist, and ultimately to make a sound decision on renewal or tenure will be enhanced by an opportunity for regular review of the qualifications of non-tenured faculty members. A total separation of the senior faculty roles in counseling and evaluation will not likely be possible, but review of a faculty member can be presented by a colleague and received by the subject faculty member in such a manner as to assist the subject faculty member's professional development. The initial locus of consideration for faculty appointment is at the department or school level, by peers. However, concurrence by his or her dean and the Provost is required. In addition, only the Chancellor and Chief Executive Officer can award tenure.

**3.4 Power of Appointment and Dismissal.** The power of appointment and correlative power of dismissal of any member of the faculty are committed to the Board of Trustees. However, it is the policy of the Board to delegate those powers to the Chancellor and Chief Executive Officer as head of the University Faculty, who may redelegate these powers except in the case of tenured faculty.

**3.5 Tenure Policies.** The following policies that regard tenure shall not be applied retroactively to those who hold tenure; and insofar as these change prior or existing policies of tenure, they shall have prospective application only.

- a. Conferral of tenure, promotion to professor, and an appointment in the tenure stream at the rank of associate professor or professor are made by the Chancellor and Chief Executive Officer. The Chancellor and Chief Executive Officer takes into account recommendations of the Provost and, if the appointment is in a school of the Health Sciences, of the Senior Vice Chancellor for Health Sciences.
- b. Other appointments, promotions, and renewals of appointments are made by the Provost, who takes into account recommendations from the appropriate dean or campus president, or, if the appointment is in a school of the Health Sciences, from the Senior Vice Chancellor for and the deans of the Health Sciences.

- c. A faculty member who has retired may be reappointed on a yearly basis if the University has a special need for his or her services.
- d. The University shall send to each new Member of the Faculty a letter setting forth the terms and conditions of his or her appointment. Each newly-appointed person shall receive a copy of the *Faculty Handbook* which will summarize the policies governing faculty appointments which are in effect at the time.
- e. In the following articles of this document, the word "year" refers to the length of a faculty member's contract for one academic year. A "year" may be of eight, nine, ten or 12 months' duration. Tenure for full-time faculty implies a minimum appointment of two academic terms in each academic year. The actual length of appointment in each year may differ. It is independent from tenure status and is specified by the letter of appointment.

#### **Article IV. Full-Time Tenured or Tenure-Stream Faculty**

**4.1 Criteria for Appointment and Promotion in General.** The ranks of professor, associate professor, assistant professor, and instructor comprise the tenure stream. The University has established the following minimum criteria for each of the tenure-stream ranks. In rare instances, the requirement of a doctorate may be satisfied through accomplishments that can be considered a reasonable substitute for formal study. Faculty must demonstrate a capacity for cooperation with associates in meeting program needs and fulfilling their share of department responsibilities. Most schools or regional campuses and some departments have developed supplemental criteria for appointment, promotion, and tenure appropriate to their discipline or profession. Copies of these are available in the departmental or deans' offices.

**4.2 Criteria for Instructor.** The instructor should have an earned doctorate or the highest appropriate professional degree, or provide evidence that he or she is successfully pursuing such a degree and expects to receive it within reasonable time. In some technical fields, professional experience may bear considerable weight; in other areas, teaching experience is essential. Reappointment depends upon satisfactory scholarly progress and a demonstrated interest in and ability to pursue an academic career.

**4.3 Criteria for Assistant Professor.** An assistant professor should evidence demonstrated teaching ability, substantial experience in advanced study and research, or professional experience of a kind which would enable him or her to make a comparable academic contribution. The assistant professor should possess a doctorate or appropriate professional degree. He or she should exhibit promise of originality and excellence in some field connected with teaching, writing, research, or the creative arts, and should have demonstrated ability in guiding and counseling students. To be appointed or promoted to an assistant professorship, a person should have the potential for promotion to associate professor.

**4.4 Criteria for Associate Professor.** An associate professor should possess a doctorate or appropriate professional degree and have substantial experience in teaching and research or applicable professional experience. The person should show a capacity and will to maintain teaching effectiveness and the ability for continuing

growth as a teacher, scholar, and member of his or her profession. He or she should also have progressed in attaining eminence in a scholarly or professional field. An associate professor must display consistently mature performance in course and curriculum planning, in guiding and counseling students and junior faculty members, and in participating in the activities of the University.

**4.5 Criteria for Professor.** The rank of professor recognizes the attainment of authoritative knowledge and reputation in a recognized field of learning and the achievement of effective teaching skill. The professor should have attained superior stature in his or her field through research, writing, professional practice, or leadership in professional and learned organizations, as well as having exceeded the standards described for ranks shown above.

**4.6 Terms of Appointment and Tenure.**

- a. With the exception of physician faculty members in the School of Medicine with clinical responsibilities, the total number of years which a faculty member may serve without tenure in the tenure stream shall not exceed seven. If a person has served for seven years in the tenure stream, either he or she must be promoted to associate professor or professor with tenure or his or her service in the tenure stream must be terminated. Notification of termination must be made prior to the end of the sixth year in the tenure stream. The maximum allowable duration of service in the tenure stream without tenure shall be independent of previous service at another college or university. For physician faculty members in the School of Medicine with clinical responsibilities, the total number of years of service without tenure in the tenure stream shall not exceed ten. If a person has served for ten years in the tenure stream, either he or she must be promoted to associate professor or professor with tenure or his or her service in the tenure stream must be terminated. Notification of termination must be made prior to the end of the ninth year in the tenure stream. The maximum allowable duration of service in the tenure stream without tenure shall be independent of previous service at another college or university.
- b. The terms of appointment of faculty members in the tenure stream below the rank of associate professor and professor may be for one, two, or three years. When a decision is made not to renew an appointment, the faculty member on a first one-year appointment shall be notified in writing no later than March 15; on a second or subsequent consecutive one-year appointment by December 15; by December 15 of the second year of a two-year appointment; and twelve months prior to the end of a three-year appointment.
- c. A year of appointment in the tenure stream is recognized if the appointment became effective on or before December 31. In cases where the appointment became effective January 1 or later, the remainder of the academic year is disregarded for this purpose, and the next year is counted as the first year of appointment in the tenure stream.
- d. Leaves of absence do not interrupt tenure-stream status but may prolong the maximum allowable period in the tenure stream. When a tenure-stream faculty member is granted a leave of absence, the official letter of notification from the

Provost may state that the term or probationary appointment has been extended and that the period of leave will not be counted as a part of the term or probationary period of service. The minimum extension and period of non-counted service will be one academic term or semester, even though the leave was for a shorter period. Such an extension shall be made solely for the purpose of enabling the individual concerned to have an opportunity for evaluation substantially equivalent to that of persons not taking leave. A leave of absence for the purpose of professional enhancement is normally limited to one year. The leave may be renewed with the appropriate approval.

- e. Except for physician faculty members in the School of Medicine with clinical responsibilities, a faculty member may receive a temporary appointment outside the tenure stream if the Provost determines that exceptional circumstances prevail that both prevent normal progress in the tenure stream and are beyond the control of the individual. A temporary appointment outside the tenure stream extends (by the duration of the temporary appointment) the allowable period before a tenure decision must be made. The extension of the probationary period under this provision shall be limited to two academic years. For faculty in the Health Sciences schools (other than the School of Medicine) who have clinical responsibilities, the probationary period may be extended by up to thirty-six months.
- f. Tenure may be held only by professors and associate professors. Tenure shall be held by a faculty member only in the School or Regional Campus where the tenure is granted. Once it has been awarded, tenure is obligatory for the University, optional with the faculty member. Tenure does not apply to administrative positions which may be for indefinite terms, and are terminable at any time.
- g. Promotion to the rank of associate professor may be made without the award of tenure. Usually the individual will have completed at least three years in the tenure stream. With the exception of physician faculty members in the School of Medicine with clinical responsibilities, the appointment shall be for a minimum of two years and not longer than four years. For physician faculty members in the School of Medicine with clinical responsibilities, the appointment shall be for a minimum of two years and not longer than seven years. If there is no intention of awarding tenure, the individual must be given at least twelve months' notice of termination prior to the end of the appointment.
- h. Initial appointments at the rank of associate professor or professor shall be for a probationary period of three or four years. The award of tenure may take place at any time during the probationary period. If tenure is not to be awarded, the probationary appointee at the associate professor or professor level must be given at least twelve months' notice prior to the end of probationary appointment. Under exceptional circumstances, the initial appointment of an associate professor or professor may be made with tenure.

**4.7 Full-Time to Part-Time Status.** A tenured or tenure-stream faculty member may request to diminish his or her University responsibilities to no less than half-time

and be permitted to retain membership in the University Faculty and continue as tenured, or in the tenure stream at a proportionately reduced salary and fringe benefits. These requests are approved by the Provost, who acts upon the recommendation of the relevant dean or campus president, and, if in a school of the Health Sciences, of that Senior Vice Chancellor. No person holding a full-time tenured or tenure-stream appointment, however, shall be required to accept less than a full-time appointment.

#### **4.8 Termination of Appointment for Cause.**

- a. Termination of any appointment, other than by expiration of term, may be made for cause. The University recognizes the right of the individual concerned to be informed of the reasons for the termination of his or her appointment. Prior to such termination, the Chancellor and Chief Executive Officer shall seek the advice of a hearing board.
- b. The procedure for selecting the membership of the hearing board is as follows:
  - (i) The hearing board will be composed of five members of the faculty, selected from the elected faculty on Senate Council, and a chairperson appointed by the Chancellor and Chief Executive Officer, who may, but need not, be a member of the faculty. The chairperson may not vote on the outcome, but otherwise may participate fully in the proceedings.
  - (ii) When a hearing board is needed, the Chancellor and Chief Executive Officer shall ask the President of the Senate to select twelve nominees from among the elected faculty on Senate Council. The faculty member and the senior administrator involved shall each have three preemptory challenges against any of the twelve persons selected, and the Clerk of the Senate shall reduce the list by lot to five names.
- c. The hearing board shall transmit its findings and recommendations to resolve the matter to the Chancellor and Chief Executive Officer and to the Chairperson of the Board of Trustees, for consideration and action by the Chancellor and Chief Executive Officer or after review of the process by a committee of the Board of Trustees.
- d. A hearing may also be arranged at the discretion of the Chancellor and Chief Executive Officer when a faculty member makes a specific claim within thirty days following completion of prescribed administrative procedures that there has been unfair practice with reference to the terms and conditions of appointment, such as failure to reappoint and award tenure.

**4.9 Financial Exigency.** The Board of Trustees may, upon due notice, terminate the service of any member of the Faculty because of a financial exigency that is demonstrably bona fide, subject to the right to a hearing as provided in Section 4.8 of this Chapter.

#### **Article V. Part-Time Tenured or Tenure-Stream Faculty**

**5.1 Criteria for Appointment and Promotion.** Part-time faculty who serve at least on a half-time basis are eligible for tenure or tenure-stream appointments at the same ranks and under the same criteria described in Article IV of this Chapter.

## 5.2 Terms of Appointment and Tenure.

- a. The total number of years which a part-time faculty member may serve without tenure in the tenure stream may not exceed thirteen. If a person has served for thirteen years in the tenure stream, either he or she must be promoted to associate professor or professor with tenure, or his or her services in the tenure stream must be terminated. Notification of termination must be made prior to the end of the twelfth year of service. The maximum allowable duration of service in the tenure stream without tenure shall be independent of previous service at another college or university.
- b. The terms of appointment of part-time faculty members in the tenure stream excluding those appointed at the rank of associate professor and professor may be for one, two, or three years. When a decision is made not to renew an appointment, the faculty member on a first one-year appointment shall be notified in writing no later than March 15; on a second or subsequent consecutive one-year appointment by December 15; by December 15 of the second year of a two-year appointment; and twelve months prior to the end of a three-year appointment.
- c. A year of appointment in the tenure stream is recognized if the appointment became effective on or before December 31. In cases where the appointment became effective on January 1 or later, the remainder of the academic year is disregarded for this purpose, and the next year is counted as the first year of appointment in the tenure stream.
- d. Tenure may be held only by professors and associate professors. Tenure shall be held by a faculty member who serves on a part-time basis only in the school or at the regional campus where the tenure is granted. Part-time tenured faculty appointments may be for no less than half-time. Once it has been awarded, tenure is obligatory for the University, optional with the faculty member. Tenure does not apply to administrative positions which may be for indefinite terms and are terminable at any time.
- e. A part-time person may be promoted to the rank of associate professor without receiving tenure. Usually the individual will have completed at least six years in the tenure stream. The appointment shall be for a minimum of four years and not longer than six years. If there is no intention of awarding tenure, the individual must be given at least twelve months' notice prior to the end of the appointment.
- f. Initial part-time appointments at the rank of associate professor or professor shall be for a probationary period of six years. The award of tenure may take place at any time during the probationary period. If tenure is not to be awarded, the probationary appointee at the associate professor or professor level must be given at least twelve months' notice prior to the end of the probationary appointment. Under exceptional circumstances, the initial appointment of an associate professor or professor may be made with tenure.



**5.3 Termination of Appointment for Cause.** Termination of any appointment, other than by expiration of term, may be made for cause, as provided for in Section 4.8 of this Chapter.

**5.4 Financial Exigency.** The Board of Trustees may, upon due notice, terminate the service of any member of the Faculty because of a financial exigency that is demonstrably bona fide, subject to the right to a hearing as provided in Section 4.8 of this Chapter.

## **Article VI. Full- and Part-Time Non-Tenure-Stream Faculty**

**6.1 Nature of Non-Tenure-Stream Appointments.** Among the various faculties there are persons who possess special skills contributing substantially to the mission of the University who are not hired to devote full-time effort to the University, or whose positions are funded for a finite period, or whose professional and academic preparations are not complete, or who are not expected to perform the same range of duties expected of a tenure-stream member of the faculty or to make the same contributions to the University community, and who are agreeable to a non-tenure-stream appointment without implication of tenure.

**6.2 Titles and Ranks.** Under these or other exceptional circumstances, appointments outside the tenure stream and without tenure may be made at the ranks and with the title of professor, associate professor, assistant professor, and instructor. In exceptional cases, and with good reasons, a person may apply to leave the tenure stream to seek an appointment outside the tenure stream. Appointments with the following prefixes to the above ranks, and the following other ranks, are outside the tenure stream:

### **Prefixes**

**VISITING:** One whose appointment is on a temporary basis; usually for not more than one academic year.

**RESEARCH:** One whose primary assignment or contribution is investigative, and who is not ordinarily expected to undertake regular teaching responsibilities.

**ADJUNCT:** One whose primary employment is outside an academic unit of the University, but who is fully-qualified professionally and who performs on a part-time basis, duties which would otherwise be assigned to members of the full-time faculty.

**CLINICAL:** One whose major contribution is as a preceptor of students and trainees in clinical skills, whether within the University or in another setting.

**FIELD:** One whose primary assignment or contribution is in supervising student field-work, who is geographically removed from the University, and who does not undertake class responsibilities.

### **Ranks**

**SENIOR LECTURER:** A title reserved for persons of considerable professional attainment, of eminence, or with recognized expertise in their fields of scholarship or in the creative arts.

LECTURER: The term should be used to designate the "occasional" teacher, whose responsibilities are limited and defined in the letter of appointment.

PROFESSOR, ASSOCIATE PROFESSOR, ASSISTANT PROFESSOR, OR INSTRUCTOR OF CLINICAL (SUBJECT, e.g., Medicine): One whose major contribution is usually limited to clinical practice and teaching.

**6.3 Terms of Appointment.** The terms of appointment of full-time faculty members outside the tenure stream may be for one to five years and are renewable. When a decision is made not to renew an appointment of a faculty member who has completed less than five full years of continuous service, the faculty member shall be notified in writing no later than three and a half months prior to the end of the appointment. When a decision is made not to renew an appointment of a faculty member who has completed at least five full years of continuous service, the faculty member shall be notified in writing no later than five and a half months prior to the end of the appointment. Faculty members outside the tenure stream who are supported in whole or in part by grants must be notified by the applicable time before the termination of the grant as to whether or not they will be reappointed should a supporting renewal or replacement grant be obtained.

**6.4 Termination of Appointment.** Full-time, non-tenure-stream members of the faculty who are terminated prior to the expiration of appointment may avail themselves of the appeals process described in Section 4.8 of this Chapter.

\* \* \*

**End of excerpt from the *University of Pittsburgh Bylaws***

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## **Faculty Librarians**

Effective March 3, 1970, faculty status for librarians was approved by the Chancellor.

The appointment of faculty librarians is outside the tenure stream.

Within the University Library System (ULS), librarians may be appointed to one of the four ranks of faculty librarians (Librarians I-IV). Criteria and procedures for the appointment and promotion of faculty librarians in the ULS are included in the document *Guidelines for Faculty Librarians: Appointment, Review, Promotion and Appeal* (<http://www.library.pitt.edu:8000/manuals/prc.html>).

Faculty librarians outside the ULS should consult their library administration for their guidelines and practices.

All faculty librarians are voting members of the University Senate and elect representatives to serve as voting members of the Senate Council and the Faculty Assembly.

For additional information, refer to University Policy 02-02-14 (<http://www.cfo.pitt.edu/policies/policy/02/02-02-14.html>), *Faculty Librarian Status*.

## **Policy on Transfer of Faculty from Tenure-Stream Appointments to Appointments Outside the Tenure Stream**

Since the Appointment and Tenure Policies in the *University of Pittsburgh Bylaws* do not clarify and describe the circumstances in which a faculty member may be transferred to an appointment outside the tenure stream, the following policy was developed. The transfer of a faculty member with an appointment in the tenure stream to one outside the tenure stream should occur only in exceptional cases when there is a compelling argument that it is in the best interests of both the individual and the University. A transfer to a non-tenure-stream appointment may occur only under the following two circumstances:

### **Type A -- Temporary Transfer Out of the Tenure Stream**

Except for physician faculty members in the School of Medicine with clinical responsibilities, a faculty member in the tenure stream with not more than two years remaining before the mandatory review for tenure may request to be temporarily transferred to non-tenure-stream status. Such transfer requires mutual agreement among the faculty member, the faculty committee responsible for recommending tenure in the department or equivalent unit, and the dean of the school. If there is no such faculty committee, this agreement is the responsibility of the tenured faculty members of the unit. All of the concerned parties must agree that a reasonable expectation of fulfilling tenure criteria exists, given the time extension.

This transfer can be done only when exceptional circumstances prevail. Exceptional circumstances that prevent normal progress in the tenure stream must be beyond the control of the individual. Examples of such circumstances might include long-term serious illness of the faculty member or spouse; expanded teaching, administrative, or clinical duties to meet explicitly-defined department, school, or University needs; or an individual's scholarly activity that clearly requires additional time to judge its outcome.

The suspension of the tenure-stream clock shall be for a period of no longer than 24 months, but normally shall be for 12 months, after which period the individual will automatically revert to the tenure-stream status. For faculty in the other Health Sciences schools who have clinical duties, the clock may be suspended for up to 36 months. The length of time shall be determined at the time of the suspension and justified by a designated plan for the necessary effort to remove the burdens that prevented progress.

The normal process of review for promotion shall take place 12-24 months later than would have been the case in the absence of the time extension (12-36 months in the other Health Sciences schools). All of the rights and privileges of a tenure-stream faculty member shall apply during the entire period, including the added months resulting from the suspension of the tenure-stream clock.

### **Type B -- Permanent Transfer Out of the Tenure Stream**

An academic unit may decide to transfer a faculty member from a tenure-stream appointment to a non-tenure-stream appointment, in which case the language in the Provost's letter of notification and appointment must explicitly indicate that the transfer is intended to be permanent. The University's expectation of activities must be stated in the letter as substantially different from its faculty who are in the tenure stream. The transfer of an individual to non-tenure-stream status shall be made after consultation with the faculty committee concerned with

recommending tenure, promotion, and hiring within the individual's department or equivalent unit, and the dean of the school. If there is no such faculty committee, the consultation should be with tenured faculty members of the unit. Such transfer to the non-tenure stream shall not be used with the intent of substituting for a tenure-stream appointment or otherwise subverting the University's Appointment and Tenure Policies.

## **Graduate Faculty**

### **Qualifications for Membership in the Graduate Faculty**

According to the 1971 reorganization of graduate study at the University of Pittsburgh, "membership in the Graduate Faculty shall be of two classes, 'Regular' and 'Adjunct.'" *Regular membership* shall be recommended for full-time faculty or part-time tenured/tenure-stream members of the University faculty or academic staff with faculty status who are approved to direct graduate study and research at all levels. *Adjunct membership* shall be recommended for persons whose primary responsibility is outside the University but who hold a part-time faculty or adjunct appointment and are approved to direct graduate study and research at all levels.

The competence to direct graduate study and research at all levels is the primary qualification for membership in the Graduate Faculty. Hence, each nomination for membership should include documentation of the candidate's experience in research, in the teaching of graduate-level courses, in the supervision of graduate research, as well as scholarly publications and professional employment. The completion of a doctoral dissertation, while highly desirable, is not in itself sufficient evidence of qualification for membership in the Graduate Faculty. At the same time, faculty members without an earned doctorate are not automatically excluded and may be designated if they have exceptional qualifications by virtue of experience and accomplishment.

Appropriately qualified faculty members who are not either Regular or Adjunct members of the Graduate Faculty may be assigned by their department chairs (if approved by the Graduate Faculty of the department) the responsibility for the teaching of graduate courses and the direction of master's level research. In addition, they may serve on doctoral dissertation committees, provided that a majority (three or more) of the committee are Regular or Adjunct Graduate Faculty members. These responsibilities provide some of the experience required for later appointment to membership in the Graduate Faculty. Individuals who are candidates for advanced degrees, and especially those seeking a degree from the University of Pittsburgh, do *not* normally qualify for membership on doctoral dissertation committees and, except in a few professional areas, they should not normally be assigned the responsibility for the teaching of *graduate* courses.

### **Procedure for Nomination**

All nominations for Regular or Adjunct membership in the Graduate Faculty must originate in the department or school offering graduate degree programs. All Regular Graduate Faculty members in the department, school, or unit must be polled, and the nomination must be signed by at least six of the Graduate Faculty members, the department chair, and the dean of the school making the nomination. If there are fewer than six Graduate Faculty members in the unit, additional support (including signatures) should be obtained from Graduate Faculty members in closely related areas of the University.

The Graduate Faculty of any school may determine appropriate discipline subclusters to act on nomination procedures, if the total faculty so desires.

If a department or school nominates for Regular membership in the Graduate Faculty an individual whose primary appointment is in another department, the nomination must include the concurrence of the department of primary appointment.

All nominations for Regular or Adjunct membership in the Graduate Faculty should be submitted to the Provost on the appropriate form. The required supporting evidence should include a listing of graduate courses taught, service on graduate committees, research supervised, and scholarly publications.

### **Appointment to the Graduate Faculty**

Appointment to membership in the Graduate Faculty is made by the Provost of the University.

The Provost reviews all nominations before final approval and appointment. This review is based upon the qualifications to teach and direct graduate research at all levels in accordance with the objectives of the degree programs.

For additional information, refer to University Policy 02-02-13, (<http://www.cfo.pitt.edu/policies/policy/02/02-02-13.html>) *Graduate Faculty Qualifications*, or the document *Regulations Governing Graduate Study at the University of Pittsburgh*, which may be obtained from the Office of the Provost, or visit the Website at <http://www.pitt.edu/~graduate/>.

### **Distinguished Professorships**

The appointment of a faculty member to a Distinguished Professorship at the University of Pittsburgh constitutes the highest honor that the University can accord a member of the professorate. Eligibility criteria are established by the dean of the school in which the faculty member holds tenure. All recommendations are reviewed by a group of distinguished faculty appointed by the Provost, in consultation with the Senior Vice Chancellor for Health Sciences. Distinguished Professorships may be awarded by the Chancellor on the recommendation of the Provost in consultation with the Senior Vice Chancellor for Health Sciences.

#### **General Criteria and Definitions:**

The excerpt from the *University of Pittsburgh Bylaws* in this section of the *Handbook* defines each faculty rank. The following are additional criteria, demanding accomplishments and contributions beyond the authoritative knowledge, stature and service expected of a full professor in any school.

#### *Distinguished University Professor*

Designation as a Distinguished University Professor recognizes eminence in several fields of study, transcending accomplishments in and contributions to a single discipline. National and, where appropriate, international recognition in at least one field is required. These individuals are also expected to contribute to the intellectual advancement of their home departments and schools, to other departments and schools, and to the institution as a whole.

### *Distinguished Professor*

Designation as Distinguished Professor recognizes extraordinary, internationally-recognized, scholarly attainment in an individual discipline or field. These individuals are expected to make special contributions to the intellectual advancement of their home departments and schools, as well as to the institution as a whole.

### *Distinguished Service Professor*

Designation as a Distinguished Service Professor recognizes distinctive contributions and outstanding service to the University community in support of its multi-faceted teaching/research/service mission, as well as performance excellence in the faculty member's department or school, and national stature in his or her discipline or field.

### *Endowed Chair*

Designation as an Endowed Chair recognizes eminence in a field of study that reflects outstanding contributions to a discipline. National and, where appropriate, international recognition in a field is expected. The availability of such positions is dependent upon external support.

Copies of the Policy and Procedure Governing Appointments to Distinguished Professorships (<http://www.provost.pitt.edu/faculty-affairs/distinguished.html>) are available from the Office of the Provost, telephone 412-624-4222.

## **Chancellor's Distinguished Awards**

The Chancellor's Distinguished Awards is an annual program that recognizes faculty members for outstanding teaching, research, or public service. Advisory committees of distinguished faculty may select up to five individuals every year in each category on the basis of peer nominations and letters of reference. Guidelines for nominations are distributed to all faculty members in the fall term by the Office of the Provost. For more information, contact the Office of the Provost, telephone 412-624-4222.

## **Joint Appointments**

Institutional policy encourages the appointment of individuals to the faculties of two or more schools or departments concurrently. Such appointments might be made in connection with interdisciplinary or interprofessional teaching and research programs involving several departments.

When a school determines the need for faculty expertise that is beyond the scope of its discipline or field, it should attempt to meet the need for services through existing faculty in another school or department of the University.

If, in unusual circumstances, shared services or a joint appointment cannot be arranged, special permission may be granted by the Provost to allow a primary appointment of an individual in a discipline not normally appropriate to a school.

The concurrent appointment of individuals to the faculty of the University of Pittsburgh and the faculty of another institution of higher education is also possible. Such arrangements can benefit both the institutions and the faculty member in many ways, not the least of which is the mutual ability of the institutions to support a full-time appointment in an area so specialized that neither

institution would be capable of such support alone. In such cases, specific approval by the Provost is required and full disclosure should be made in the case where the faculty member holds tenure at both institutions.

In making joint appointments, there is a need to clarify such matters as: primary administrative jurisdiction; division of responsibilities; and the criteria for promotion and salary increases, tenure, and budget allocations. In order to avoid misunderstandings and conflicts of interest, the following principles apply to joint appointments.

Joint appointments are of two primary categories:

- Where each department or school carries a portion of the salary.
  - Where there is no sharing of salary.
1. The appointment documents shall state clearly: the primary department and/or school in which tenure is held; where primary responsibility rests for the individual's professional development, salary increases, promotion, research and teaching assignments; and the extent of responsibility, if any, of the other departments and schools in which he or she holds an appointment in regard to these same matters. Tenure may only be held in the department of the primary appointment.
  2. The department or school having secondary interest in the individual shall be consulted on pertinent details of the original appointment. Such department or school, if it desires to make a secondary appointment, shall obtain the approval of the Provost or the Senior Vice Chancellor for Health Sciences before a secondary appointment is offered. Similarly, in such matters as faculty development, evaluation, reappointment, promotion, and distribution of time for teaching, research, or administrative duties, the department or school involved in the secondary appointment shall be consulted and actions taken in accordance with the responsibilities specified in the appointment documents.  
If the secondary department or school provides a portion of the salary, the distribution of salary, time, and teaching responsibilities between the departments or schools must be determined at the time of the initial hire and any subsequent changes to that distribution must be agreed upon by both departments or schools. The secondary department or school must be consulted on salary recommendations. All parties to each recommendation should sign the Employee Record form, and any agreements incident thereto should be filed in the personnel folder. No group should presume to speak for another in the arrangement of these matters.
  3. The primary assignment is indicated by the first title. For instance, an individual with tenure in the Department of Sociology might have an appointment as Associate Professor of Sociology and Associate Professor of Social Work. Whenever possible, appointments in professional schools of persons whose field is primarily in one of the academic disciplines should be secondary appointments. Where the primary appointment is in the professional school, the primary title should include the name of the professional school, e.g., Professor of Business and Professor of Psychology.

When a faculty member is promoted in his or her primary appointment, the department or school providing the secondary appointment should be notified so that consideration for the promotion in the secondary appointment can be made concurrently.

4. Every effort should be made to ensure that an individual with a joint appointment holds the same rank in all faculties. When this is not feasible, the secondary rank should not be

higher than the one in the primary department or where tenure is held. The secondary unit should give the same scrutiny and apply the same standards for its secondary appointments as it would in making a primary appointment.

5. Joint appointments should be terminated if their former appropriateness has been lost. Changing interest on the part of the individual, changing need in a department or in an interdisciplinary program, the gain or loss of a research contract, or some other factor may reduce the significance of a joint appointment.

To encourage the application of this policy, no joint appointment shall be made for longer than three full academic years. At least six months before the end of the appointment, the dean of a school or the department chair where a secondary appointment is held will initiate a reappointment action. If none is forthcoming, the joint appointment automatically lapses at the end of the appointment. If a recommendation for reappointment is made, all deans or department chairs and the faculty member involved shall be consulted before the joint appointment is renewed.

6. A teaching assignment outside a faculty member's primary department or school does not necessarily require a joint appointment, nor does the offering of a course in one department or school to which the students of another department or school are admitted require that the instructor hold a joint appointment in both departments or schools.
7. It is the spirit of these policies that only joint appointments that are joint in practice as well as in name are desired. A joint appointment should be made only when the individual plans to participate in each of the faculties in which he or she will have an appointment. Participation may involve teaching, research, attendance at faculty meetings, acceptance of administrative assignments, and other such functions. When a sharing of salary is involved, however, the extent of duties in each school or department must be clearly agreed upon in writing by all parties.
8. The bulletins of all departments or schools in which an individual holds an appointment shall list the joint appointee as a faculty member.

For additional information, refer to University Policy 02-02-11, (<http://www.cfo.pitt.edu/policies/policy/02/02-02-11.html>) *Joint Appointments*.

## **Length of Appointments**

Full-time faculty appointments are for 12 months, two terms, nine months, or ten months. The length of service of a faculty member appointed for two terms, nine months, or ten months encompasses the calendar period of the appointment plus whatever time may be necessary before the start and the end of the period for preparation, grade reporting, or other work related to that of the term itself, including, specifically, the start of classes prior to September 1 or the end of classes or turning in of final grades after April 30.

Faculty on a two-term, nine-month, or ten-month appointment may elect to receive their contract salary over 12 months beginning in September. Once an election is made, no change in the method of payment can be made until the following September. New faculty on a two-term, nine-month, or ten-month appointment basis whose appointment begins other than September may not elect to receive their salary over 12 months until the following September.

For additional information, refer to University Policy 02-02-12, (<http://www.cfo.pitt.edu/policies/policy/02/02-02-12.html>) *Length of Appointments*.



## **Policy for Reduction in Length of Faculty Contracts**

This policy governs the reduction in the length of faculty contracts in excess of two terms per year for cases where the reduction for a whole academic unit is mandated as a result of an approved planning procedure. A plan for an academic unit may exclude from reduction those faculty who are involved in essential teaching, research, administrative, or clinical services as a part of their contractual responsibilities on a year-round basis.

This policy also governs the reduction of contract length for faculty not covered by a mandated plan.

Copies of the policy are available in the Office of the Provost (412-624-4222).

## **Summer Term and Session Appointments**

Faculty members with a two-term appointment may be asked to teach in the summer term or sessions. Summer term and session salaries are paid on a per credit basis.

In instances where a two-term appointee has administrative responsibilities during the summer term, some upward salary adjustment may be made. In no case, regardless of the extent of non-teaching activities in the summer term, is anyone on less than an annual appointment to be paid more than 50 percent of the two-term salary. Individuals employed for non-teaching activities for only one session during the summer term may not be paid more than 25 percent of the two-term salary.

Full-time faculty members on a two-term appointment who are involved in externally-funded, non-teaching duties in the summer term ordinarily work three months and receive a summer term salary of 37.5 percent of the two-term salary, subject to the availability of funds from the external source. For each full month of duties during the non-teaching term, the salary rate is 1/8 the two-term salary, with partial months worked, or part-time work, adjusted accordingly. When the granting agency will allow four months of research work, the dean or campus president may approve a full four-month assignment of 50 percent of the regular two-term contract salary. Summer term and session appointments are paid according to the following schedule:

Summer Session I-One paycheck in May

Summer Session II-One paycheck in July

Summer Term-Three paychecks (May, June, and July)

Full-time faculty who are on less than a 12-month contract and receive an appointment in the summer term or sessions have the option to continue to participate in the Group Term Life Insurance and Long-Term Disability Plan and the Retirement Program. Group Term Life Insurance will be based on the contract salary as of the preceding September 1, plus earnings from the preceding summer term or sessions, and the faculty member's cost will be based on participation previously elected. The Long-Term Disability Insurance coverage is based on the contract salary as of the preceding September 1, plus earnings from the preceding summer term or sessions. Contributions to the Retirement Program will be based on the terms previously elected.

Also, federal regulations provide an option for federal income tax withholding from summer term and session wages at the rate of 20 percent of the gross payment after the Retirement

Program tax shelter reduction. This option applies only to those faculty who are on less than a 12-month contract but receive their salary in 12 monthly payments.

A Withholding and Benefit Option Form describes the options and must be completed and signed by the faculty member.

For additional information, refer to University Policy 02-06-03, (<http://www.cfo.pitt.edu/policies/policy/02/02-06-03.html>) *Third Term/Session Appointments: Salary Administration*.

## **Promotion and Tenure Reviews**

A faculty member being evaluated for promotion or the award of tenure shall be accorded a fair and impartial review based on the individual's merit and applicable standards of the discipline, school, or regional campus. The recommendation for promotion to the next higher rank is made by colleagues senior in rank. For promotions with the conferral of tenure, the recommendations are made by the tenured faculty with academic rank equal to, or higher than, that for which the person is being evaluated. Recommendations for the award of tenure to full professors or associate professors on probationary appointments are made by tenured faculty with rank equal to or higher than that for which the person is being evaluated. Schools have their own internal procedures to be followed in tenure decisions.

## **Faculty Reviews and Appeals Principles and Procedures**

At the University of Pittsburgh, reviews of faculty appointments and appeals of appointment decisions are guided by the following objectives and principles: to achieve justice and equal consideration for all parties in the University community; to provide a fair hearing process; to ensure that there is no unnecessary delay in the process; to uphold the principle of faculty self-regulation; to keep external intervention through the courts or other outside authority or parties to a minimum; and, where feasible, to maintain a single and orderly route of appeal.

Within any organizational setting, conflicts and disputes between and among individuals will occur from time to time. When such incidents occur, the University provides both informal and formal mechanisms through which individuals may work together to seek resolution of their differences. The essence of the University appeals framework is collegiality: the principle that differences are most efficaciously resolved by means of reasoned discourse, deliberation, and peer review. Throughout, responsible and honest discourse and the protection of academic freedom are essential. As scholars and citizens of the University community, all parties must be ever-cognizant of the axiom that every increment of authority and discretion brings with it corollary responsibilities -- to their fellow faculty members, to students, to the University, and to the community and society at large.

Copies of the procedures that were approved by the University Senate Council on May 8, 1978, and the Board of Trustees on May 16, 1978, amended November 27, 2000, are available in the Office of the Provost.

For additional information, refer to University Policy 02-02-10 (<http://www.cfo.pitt.edu/policies/policy/02/02-02-10.html>) and University Procedure 02-02-10, (<http://www.cfo.pitt.edu/policies/procedure/02/02-02-10.html>) *Faculty Reviews and Appeals*.

## Faculty Grievances

**General Policy:** Any eligible member of the faculty may seek redress for a grievance against an administrator through use of the two-step Faculty Grievance Procedure. The first step, following efforts at resolution at the department, school, or campus level, is to contact the chair of the Senate Tenure and Academic Freedom Committee (TAFC) for informal mediation. If that mediation is unsuccessful, the second step is to file a written complaint with the Provost.

**Eligibility:** The following persons are eligible to use the Faculty Grievance Procedure: (1) all full-time faculty, (2) all part-time tenured or tenure-stream faculty, and (3) librarians with faculty status. Research associates, whom the University excludes from faculty status, are not eligible to use this procedure.

**Definitions:** A grievance is an action or decision that has adversely affected a member of the faculty in his or her professional capacity that appears to have occurred or been reached unfairly, improperly, or in violation of University policy.

The definition of grievance does not include:

- a. sexual harassment, discrimination based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability or status as a disabled veteran or a veteran of the Vietnam era, and violations of academic freedom or of proper procedures associated with appointment, tenure or promotion decisions, all of which are subjects of University policy;
- b. dissatisfaction with existing University policies (only misapplications of policy as to specific individuals are grievances within this policy);
- c. negative evaluations of an individual faculty member's professional work (negative evaluations that constitute violations of academic freedom are within the jurisdiction of TAFC);
- d. dissatisfaction with a salary decision, except as a salary decision or set of salary decisions is part of a pattern of conduct that as a whole rises to the level of grievance.

**Time for Filing:** In the normal case, this process should be invoked no later than 90 days after the incident, or after the most recent incident in a pattern of incidents. A person who has made a good faith effort to solve a problem at the department, school, or campus level, however, should not be cut off from this grievance procedure if the attempts stretch beyond 90 days.

For additional information, refer to University Policy 02-03-01

(<http://www.cfo.pitt.edu/policies/policy/02/02-03-01.html>) and University Procedure 02-03-01, (<http://www.cfo.pitt.edu/policies/procedure/02/02-03-01.html>) *Faculty Grievances*.

**Alternative Policy:** Any member of the faculty may seek redress for a grievance against certain actions by an administrator not covered by other University policies by using an alternative method, as outlined in University Policy 02-03-01A, *Faculty Grievances/Alternative Policy*, and University Procedure 02-03-01A, *Faculty Grievances/Alternative Procedure*. Selection of this procedure under this policy shall be exclusive and, except as provided for in the limited circumstances specified in the policy, once the procedure is selected by the eligible faculty member, that faculty member shall not be permitted to seek redress under Policy 02-03-01 for the same grievance.

For specific information, refer to University Policy 02-03-01A (<http://www.cfo.pitt.edu/policies/policy/02/02-03-01A.html>) and University Procedure 02-03-01A (<http://www.cfo.pitt.edu/policies/procedure/02/02-03-01A.html>), *Faculty Grievances/Alternative Policy*.

## **Policies Concerning Retired Faculty**

### **University Responsibilities**

Retired faculty members and the University have a common interest in encouraging continued faculty creativity and contributions to the University following retirement. The nature of the University-related activities will depend on the interests of the individual faculty member, his or her residential location, and the details of particular University programs in which that faculty member may choose to participate.

The Provost's Office is the central administrative locus for overseeing the implementation of policies with respect to retired faculty. This office may provide assistance to retired faculty in identifying opportunities for University service. This information could be utilized in facilitating academic service to the University's programs or those of other colleges, participation in pertinent research projects, substitute teaching, activities involving liaison with alumni and students, or community service. Generations Together, a component of the University Center for Social and Urban Research, which develops programs for intergenerational interactions, offers a number of opportunities to retired faculty for engagement in community activity.

Consistent with the encouragement of retired faculty to continue creative activities and contributions to the University, access to University office facilities and equipment, communications and information systems, and other University facilities and programs will be considered whenever possible and when appropriate to their involvement with the University. This will include University computers, parking, libraries, athletic facilities, educational programs, and e-mail accounts upon request. Attending formal University courses will be permitted whenever possible. University identification cards will be issued to retired faculty to facilitate their access to various services. Also, retired faculty with University office space and/or telephones will be listed in the *University of Pittsburgh Telephone Directory*. Involvement and interaction with the retired faculty member's department and the availability of office space and other facilities will necessarily depend on the resources of the department and the interests of the University. Recognizing the key role of computer and Internet access in facilitating communication, the University will continue to provide and encourage such access to retired faculty.

### **Faculty Responsibilities**

1. The faculty member should advise the department chair, dean or campus president one year in advance of his or her intended retirement date. During the last year of teaching service, a prospective retiree should contact the University Benefits Section of the Office of Human Resources to schedule a discussion of various benefits, including retirement annuity.
2. During the year preceding the proposed retirement date, the faculty member should discuss with the department chair, dean, or campus president his or her future plans concerning continued affiliation, if any, with the University.

3. This discussion should lead to the formulation of clear understandings relating to the possibility of office space, secretarial and other support, computer access, specific academic and/or research assignments, membership on committees, and the terms under which such services would be offered.
4. University identification cards will be issued to retired faculty to facilitate their access to various facilities. Faculty members must complete an application in the ID Center, Litchfield Towers Main Lobby.
5. Retired faculty with University office space and/or telephones can request through their departments to be listed in the *University of Pittsburgh Telephone Directory*.
6. Retired faculty may obtain a parking permit by completing a parking application at the Parking Office, 204 Brackenridge Hall. The request will be placed on a waiting list and a parking assignment will be made based on the date of application. The faculty member may retain their existing permit and designated parking lot if they have a continuing documented need, such as retaining the use of an on-campus office. The individual requesting the permit will pay for the permit. Deans, directors, and department chairs must verify the need for the permit. Retired faculty who are not on campus full-time may purchase validation stickers at the Parking Office.
7. Retired faculty who wish to have access to computing and Internet services must complete the necessary forms with their departmental FAIS Administrator.
8. A retired faculty member may remain as a member or chair of a doctoral committee if he or she is spending considerable time in Pittsburgh and is still professionally active. Retired faculty who meet these criteria may also be appointed as a member or as a co-chair (but not chair) of a newly formed committee. Retired faculty who leave the Pittsburgh area and/or do not remain professionally active should be replaced on committees and the revised committee approved by the department chair or the school's director of doctoral programs and the dean.
9. The faculty retiree is eligible to receive the same tuition benefits as were applicable when actively employed. Their spouses and dependent children are also eligible to receive tuition scholarships to cover credits taken at the University of Pittsburgh.

For additional information, refer to University Policy 02-07-02 (<http://www.cfo.pitt.edu/policies/policy/02/02-07-02.html>), *Effect of Separation on Eligibility for Faculty Scholarship Benefits*.

### **Permanent Reduction of Employment**

An option (partial retirement) available at any age, subject to agreement between the faculty member and his or her academic unit and with the Provost's approval, is a permanent reduction of the appointment to a designated fraction of full University responsibilities. Tenure or tenure-stream status may be retained if the fractional appointment is one-half or more. In such cases, salary and most fringe benefits are reduced accordingly. If the tenured faculty member enters part-time employment preceding retirement, he or she may qualify under TIAA/CREF/Vanguard and IRS rules to draw on his or her retirement funds. Detailed procedural advice should be requested from the Benefits Section of the Office of Human Resources. Faculty members should consult their personal financial planners for tax advice.

## **Planning for Retirement**

As part of the process of planning for retirement, a faculty member may want to discuss various options with the head of his or her academic unit and, for the sake of clarifying the available benefits, with the Benefits Section of the Office of Human Resources. Although retirement may be elected at any time, official retirement status at the University, which carries with it certain insurance benefits, is normally accorded only to persons 62 years of age or more.

At least three months prior to retirement, the individual must contact the Benefits Section regarding the following:

1. The faculty retiree may request an estimate of projected earnings from their accumulated annuity premiums. The retiree must select one or a combination of retirement income options which range from lump sum cash or an annuity.
2. Medical insurance benefits in effect during active employment may be continued after retirement until age 65 years. The University contribution continues as usual and the retiree is billed for the equivalent of the payroll deduction. At age 65 years or more, the retiree may choose from several options of insurance which coordinate with Medicare A and B. Depending upon the option selected, there is no cost, minimal cost, or full cost to the retiree.
3. Group Life Insurance in the amount of \$15,000 is provided at no cost to the retiree with 10 or more years of service. For retirees with less than 10 years of service, the University provides a prorated portion of the \$15,000. (An alternative applies to employees who elected to remain in the Group Life Insurance Plan that was in effect prior to May 1, 1977.) At retirement, the difference between the above amount and the amount of insurance held as an active employee can be converted to an individual life insurance policy at the then attained age without medical evidence of insurability, provided application is made directly to the carriers within 31 days of retirement.

For further information, contact the Office of the Provost and the Benefits Section of the Office of Human Resources, and refer to University Policies 02-08-01 (<http://www.cfo.pitt.edu/policies/policy/02/02-08-01.html>), *Preparation for Retirement*, and 02-08-02 (<http://www.cfo.pitt.edu/policies/policy/02/02-08-02.html>), *Benefits and Privileges of Retired Faculty*.

## **Policy on Emeritus/Emerita Status**

The policy on conferring the Emeritus title is set forth in the April 28, 1958 minutes of the Executive Committee of the Board of Trustees. The Emeritus/Emerita title is conferred by the Board of Trustees but no formal Board action is required.

The Board of Trustees shall annually confer the title “Professor Emeritus” or “Associate Professor Emeritus” on all full-time members of the faculty holding those ranks when they retire in a given year. Academic administrators shall also be honored with emeritus status.

There are no special criteria for conferral of Emeritus/Emerita status upon academic appointments since such status is granted automatically on retirement, except that the person must be tenured and shall have made meritorious contributions to the educational mission and programs of the University. An academic administrator who holds that position at the time of



retirement and has held membership in the University Senate and has at least 10 years of service may receive Emeritus status both as a member of the faculty and as an administrator.

### **Procedure for Emeritus/Emerita Status**

1. The chair or dean of the faculty member's academic unit initiates the recommendation for Emeritus/Emerita status. In exceptional cases, the dean may petition the Provost to grant Emeritus/Emerita status to faculty who are not tenured. Recommendations will include a *curriculum vitae* and a list of achievements during the faculty member's term of University service. Concurrence by his or her dean and the Provost is required.
2. Recommendations for academic administrators will be provided by the appropriate academic administrator and the Provost to the Chancellor.
3. Each retired faculty member and academic administrator will receive a certificate that indicates the Emeritus/Emerita title. The certificate will be signed by the Provost, Chancellor, and the Secretary of the Board of Trustees. Faculty members and academic administrators conferred Emeritus/Emerita status with 25 years of service will also receive an engraved silver bowl. The Office of Faculty Records is responsible for the preparation of the Emeritus/Emerita certificate and silver bowl. Upon completion of the certificate and silver bowl, the academic unit will be notified.

### **Emeritus/Emerita Recognition**

The conferral of the Emeritus/Emerita certificate should take place in a dignified collegial retirement ceremony, usually in the department, school, or regional campus of the faculty member completing active service. If possible, the Chancellor, Provost, or Senior Vice Chancellor for Health Sciences should attend. Faculty who receive Emeritus/Emerita rank are honored at the Honors Convocation, and their names are listed in a special Emeritus/Emerita category in the Honors Convocation program. Emeritus faculty members continue to be listed in their respective school or faculty bulletins.

The University Senate has established a provision to allow an Emeritus faculty member to continue as a Senate member for any year for which he or she requests continuation of membership. Such membership status includes the right to vote at Senate meetings and the right to stand for election as a member of a Senate Standing Committee, the Senate Council, or Faculty Assembly, or as a Senate officer. To request membership, the individual must write to the Director of the Senate starting the year of continued membership.

### **Extending Offers/Resignation**

A certain amount of mobility of faculty members among colleges and universities is desirable in higher education. The departure of a faculty member, however, requires changes within his or her institution and may entail major adjustments on the part of colleagues, the administration, and students. The University subscribes to the generally-accepted practice of not extending a faculty member who is currently employed at another academic institution an offer of employment for the beginning of the next academic year after May 1 of the current academic year, unless there is agreement with the other institution that such an offer would be permissible.

For additional information, please reference the Provost's memorandum of May 8, 2006, "Faculty Recruitment and Resignation Deadlines," at <http://www.provost.pitt.edu/memo/05-08-2006.html>.

With regard to resignation, the University subscribes to the applicable standards, as referenced in University Policy 02-04-02. A faculty member who has been approached with regard to another position should inform the department chair or dean or campus president when such negotiations are in progress. When a faculty member concludes an agreement to accept an appointment elsewhere, the department chair or dean or campus president should receive prompt written notice. If accepting other employment effective at the beginning of the next academic year, he or she should resign no later than May 15 of that year. The individual should not vacate a position during an academic year for which he or she holds an appointment, except by agreement with his or her department chair or dean or campus president.

The complete policy referenced above can be viewed at University Policy, (<http://www.cfo.pitt.edu/policies/policy/02/02-04-02.html>) *Academic Responsibilities and Professional Conduct*.

A doctoral committee member who leaves the University is generally replaced unless the dissertation is almost complete or the member has an essential role on the committee. In the latter case, the dean's approval should be obtained. When the chair of a committee leaves and cannot be conveniently replaced, a co-chair must be appointed from within the department. The restructured committee requires the approval of the department chair or director of the school's doctoral program and the dean. If the defense takes place within a few months of the chair's departure, the requirement of appointing the co-chair is usually waived.

## **EMPLOYMENT**

### **Access to Employee Personnel Files**

Employees are entitled to inspect their own personnel files, in so far as such files are used to determine qualifications for employment, promotion, additional compensation, termination or disciplinary action. This policy affirms the rights of current University employees to review their files maintained in the individual's employing unit or in central files, such as in the offices of the Dean, Vice Chancellor, Provost, Senior Vice Chancellor for Health Sciences, or Payroll/Personnel Offices. It has been established in compliance with the Personnel Files Act of 1978.

For additional information, refer to University Policy 07-06-05, (<http://www.cfo.pitt.edu/policies/policy/07/07-06-05.html>) *Access to Employee Personnel Files*.

### **Advanced Degrees**

No person holding the rank of professor or associate professor at the University of Pittsburgh will be admitted to an advanced degree program in any part of the University. Under special circumstances, the Provost may make exceptions to this policy provided that (1) the person already holds the advanced degree appropriate to his or her academic rank, and (2) seeks a second advanced degree in a school other than that in which he or she holds an appointment. This regulation is not meant to prevent members of the University faculty from taking courses for credit, here or elsewhere.

For additional information, refer to University Policy 02-05-02, (<http://www.cfo.pitt.edu/policies/policy/02/02-05-02.html>) *Advanced Degrees*.



## **Affirmative Action**

The University of Pittsburgh has established a policy of equal employment for all its employees and of nondiscrimination in all areas in which this institution provides services. Under this policy, the University has committed itself to make all decisions related to recruitment, hiring, promotions, and other terms or conditions of employment and contractual arrangements without discrimination on the bases of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or veteran status.

On February 28, 1992 the Board of Trustees of the University of Pittsburgh passed a resolution reaffirming the University's commitment to affirmative action and resolved that:

[The University] shall continue to take positive steps to achieve diversity in the racial/ethnic and sex composition of its work force at all levels; enhance opportunities for enrolling, retaining, and graduating students from underrepresented groups; provide accessibility and accommodation to individuals with disabilities; create a campus environment free of bigotry and harassment; and engage minority and women-owned businesses as vendors and suppliers.

The affirmative action recruitment and hiring procedures for faculty and academic/executive administrative positions are defined in University Policy 02-02-15, (<http://www.cfo.pitt.edu/policies/policy/02/02-02-15.html>) *Recruitment: Faculty Positions*.

While the ultimate responsibility resides with the Chancellor, the Office of Affirmative Action, Diversity and Inclusion provides leadership, coordination, and oversight for the University's affirmative action program. However, given the size, complexity, and collegial nature of the University, the Office of Affirmative Action, Diversity and Inclusion cannot do this alone. The University community contributes to the University's commitment to affirmative action through the work of senior administrative officers, managers, supervisors, and various University-wide, school, departmental, and student committees and groups as well as individual faculty, staff, and students. The University's commitment to equal opportunity and diversity through affirmative action will continue to be a principal component in the University's strategic planning efforts.

For additional information, refer to University Policy 07-01-03, (<http://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>) *Nondiscrimination, Equal Opportunity, and Affirmative Action*, or contact the Office of Affirmative Action, Diversity and Inclusion, telephone 412-648-7860.

## **Accommodation of Individuals with Disabilities**

The University has a legal obligation and an institutional commitment to employ qualified individuals with disabilities. Employing units should consult with Disability Resources and Services when accommodations are requested, telephone 412-648-7890.

Coordinators of events (including conferences, workshops, meetings, and seminars) held at off-campus locations should refer to University Policy 04-01-09, (<http://www.cfo.pitt.edu/policies/policy/04/04-01-09.html>) *Off-Campus Conference Facilities*, or contact Disability Resources and Services (<http://www.studentaffairs.pitt.edu/drswelcome>), telephone 412-648-7890, to determine if a particular location is accessible.

## **Employment of Relatives (Nepotism)**

This policy is designed to ensure that the University employs the most qualified, specialized, and technically competent individuals for faculty, administrative, and service positions. Hence, the University does not consider family relationship a disqualifying factor, but bases employment on the comparative qualifications of the applicant, provided that no supervisor is in a position to approve or determine the outcome of hiring, salary, promotion, or employment decisions, as these decisions may relate to members of his or her family. No special consideration is given to relatives of current employees, nor should University personnel attempt to use their influence in hiring decisions related to their own family members.

The Provost is responsible for administering this policy with respect to faculty. The Associate Vice Chancellor for Human Resources is responsible for administering this policy with respect to non-faculty personnel.

## **ID Cards**

Every student, faculty and central staff member at the University of Pittsburgh must obtain an ID card from Panther Central, located in the Litchfield Towers Main Lobby. Employees at the regional campuses may arrange to obtain ID cards by contacting their campus personnel office. Faculty and staff IDs provide identification for access to University facilities and services such as the campus bus, Port Authority Transit (PAT) System, University libraries, recreational facilities, access to University computer facilities, accounts at the University Book Center and Computing Services & Systems Development CAP accounts, and Panther Funds (Panther Card debit program).

There is no charge for the initial ID card; however, there is a \$20 non-refundable fee for cards that are lost, stolen, or damaged. ID cards are the property of the University, are not transferable, and must be surrendered to the department head upon termination.

For additional information, refer to University Policy 07-10-01, (<http://www.cfo.pitt.edu/policies/policy/07/07-10-01.html>) *University Identification Cards*; stop in or call Panther Central, Litchfield Towers Main Lobby, 412-648-1100; or visit the Website at <http://www.pc.pitt.edu/card/index.html>.

## **Employment Eligibility Verification Form I-9**

Under federal law, every employer, including the University of Pittsburgh, must use a Form I-9 to verify every new employee's identity and employment eligibility to work in the United States. Individuals without proper work authorization documents or who do not properly and timely complete a Form I-9 may not begin work or be compensated.

All new employees must fully complete section I of the Form I-9 on or before the new employee's first day of work. Within three (3) business days of the employee's first day of work, a designated University representative must review and verify the employee's original documentation and fully complete Section II of the Form I-9. In the event that an employee would for any reason lose eligibility for continued employment, employment must be immediately discontinued, and the individual should be removed from the payroll until satisfactory documentation of employment eligibility can be submitted and approved by the University.

Questions about Form I-9s should be directed to the Director, Office of International Services, or

to the Associate Vice Chancellor for Human Resources. For additional information, refer to University Policy 07-01-04, (<http://www.cfo.pitt.edu/policies/policy/07/07-01-04.html>) *Employment Eligibility Verification, Immigration Reform and Control Act.*

## **Leaves of Absence**

### **Sabbatical Leave**

Sabbatical leaves are awards available to tenured members of the faculty who submit convincing evidence of conducting scholarly or other appropriate endeavors on released time which will advance their own professional standing and, upon their return to the University, enrich their teaching and research. Because many faculty members are interested, eligibility is limited to tenured associate professors or professors with at least 12 terms of full-time service. Part-time service, such as summer teaching which is not part of the basic contractual responsibility, is not counted in determining eligibility. Leaves of absence do not count as credit toward sabbatical eligibility. Periods of time that a tenured faculty member might work on a reduced effort basis will be prorated.

Sabbatical leaves are available for librarians with expectations of continued employment, under the same terms as for tenured faculty.

Sabbatical leaves may be approved for either a full appointment year at one-half salary, or one-half the appointment year at full salary. The annual vacation of faculty on 12-month appointments who choose a full appointment year at one-half salary is included in the sabbatical leave. Faculty members taking one-half of the appointment year at full salary are expected to meet one-half of their annual teaching and departmental duties during the remaining half of the year. During the sabbatical leave, the University will continue to pay its share of the premiums for medical, life and disability insurances. Faculty members continue as participants in the retirement option in which they are enrolled, subject to the provisions of the plan. Contributions are based on the actual contract salary received from the University during the sabbatical.

Individuals who are granted sabbatical leaves at full salary should not accept teaching assignments at other institutions, although exceptions may be made. In accepting the award of a sabbatical leave, the faculty member agrees to submit a brief report to his or her dean or campus president within one term of return from leave, summarizing the sabbatical activities and indicating the extent to which the purposes of the leave described in the proposal were achieved. At the conclusion of the sabbatical leave, individuals are expected to return to the University for at least one full appointment year.

There are no fixed quotas by school, campus, or department; however, the granting of a sabbatical leave depends on the unit's ability to maintain necessary teaching schedules, either by reallocation of work among other faculty or, in rare cases, with justification through temporary replacements.

Sabbatical leaves are approved by the Provost. Applications should be forwarded to the Provost for approval before December 1 of the academic year preceding the desired period of leave. Each application should include a prospectus of the projected scholarly or other appropriate activity and a statement of the requested time period of the leave. The application should carry the endorsements of the appropriate department chair and dean or campus president, and in the area of the Health Sciences, the Senior Vice Chancellor for Health Sciences.

For additional information, refer to University Policy 02-05-01, (<http://www.cfo.pitt.edu/policies/policy/02/02-05-01.html>) *Sabbatical Leave.*

## **Faculty Leave for Professional Enhancement**

The University provides a leave of absence without pay of up to one year for the purpose of professional enhancement. Special consideration for such leaves will be given to junior faculty members who obtain nationally recognized fellowships or prestigious temporary appointments at places such as other institutions, government, or industry. The leave may be renewed with the appropriate approval.

Upon receipt of notification of the fellowship award or temporary appointment, a written request for a leave of absence without pay should be submitted to the appropriate department chair. The request for a leave of absence must be approved by the Provost, with the endorsement of the faculty member's department chair and dean or campus president.

A leave of absence without pay will not prejudice a faculty member's salary. Depending upon the recommendation of the dean or campus president, when a tenure-stream faculty member is granted a leave of absence, the term of the probationary appointment may be extended and the period of the leave will not be counted as part of the term of probationary period of service.

During the leave, the faculty member may elect to continue medical, life, and disability insurance by continuing payment of the premium for the benefit for the duration of the leave. The University will continue to pay its share of the premiums for any benefit the faculty member decides to continue. Upon return from the leave, it is the responsibility of the faculty member to reactivate participation, if necessary, by submitting the appropriate forms to the Benefits Section of the Office of Human Resources.

During unpaid leaves of absence, all University contributions toward retirement are suspended. Upon return from the leave, participation will be activated in the same plan, unless the faculty member makes other arrangements, subject to the provisions of the plan.

For additional information, refer to University Policy 02-11-03, (<http://www.cfo.pitt.edu/policies/policy/02/02-11-03.html>) *Faculty Leave for Professional Enhancement*.

## **Unpaid Leave of Absence**

A faculty member applying for leave without pay shall submit a written request and obtain the endorsements of the appropriate department chair and the dean or campus president, and in the Health Sciences, the Senior Vice Chancellor for Health Sciences. Such a request shall specify the period of time and the reason for such request.

Leaves of absence are approved by the Provost and the request should be forwarded to the Provost before December 1 of the academic year preceding the desired period of leave.

During unpaid leaves of absence other than medical or family leaves, the University's contributions toward medical, life, and disability insurances are suspended, although the faculty member may elect to continue the insurances by paying the full premium costs. Upon return from the leave, it is the responsibility of the faculty member to reactivate participation, if necessary, by submitting the appropriate forms to the Benefits Section of the Office of Human Resources.

During unpaid leaves of absence, all University contributions toward retirement are suspended. Upon return from the leave, participation will be activated in the same plan, unless the faculty member makes other arrangements, subject to the provisions of the plan.

## Faculty Medical and Family Leave Policy

### *Scope*

This policy establishes leaves of absence for faculty for medical (including pregnancy, and childbirth), parental, and other family care purposes. Its goals are to assist faculty members in balancing the demands of the workplace with family obligations, and to establish equitable practices across the diverse departments, schools, and campuses of the University. This policy is ultimately intended to maximize the professional productivity of faculty women and men, while strengthening the University as a collegial and supportive work environment. Specific implementation of this policy may vary by a faculty member's term and nature of appointment. Faculty members should contact the office of their dean or regional campus president.

### *Relationship to Federal Family and Medical Leave Act of 1993*

The University of Pittsburgh provides leaves of absence in accordance with the Family Medical Leave Act of 1993 (FMLA). A faculty member's minimum rights and responsibilities under the FMLA are set forth in a mandatory notice published by the United States Department of Labor. This notice can be found at <http://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf>.

The University's policy will thus be administered consistent with the federal Family and Medical Leave Act (FMLA) of 1993, and supersedes previous University policies in force prior to 1993. The Family and Medical Leave Act entitles eligible employees, as defined in the Act, to take unpaid family care and/or medical leaves of up to 12 workweeks in any 12-month period. The Act protects the employee's employment and medical benefits during authorized family and medical leaves. Consistent with the Act, this policy provides for paid and unpaid leave periods which shall be substituted for all or part of the unpaid leave period provided by the Family and Medical Leave Act.

### *Eligibility and Medical Leave*

Faculty members eligible for leave under this policy are:

- full-time faculty and faculty librarians;
- part-time tenure-stream faculty and part-time faculty librarians, who are employed at least half-time.

Faculty members are eligible for leave as established by this policy regardless of length of service, except as outlined in ***Family Leave***, B., below.

### *Medical Leave*

- A. A faculty member will receive regular salary for a period of up to 26 workweeks during any 12-month period in the event of his or her own serious medical condition or illness, conditional upon certification by a health care provider. If the reason for requested medical leave is foreseeable, the faculty member is required to provide 30 days notice of intent to take leave. If the need for leave is not foreseeable, the faculty member is required to provide as much notice as possible. Faculty members requesting a paid medical leave under this policy must submit a written request to the appropriate chair or dean, which includes a start date and an end date for the leave. The Certification of Physician or Practitioner, FORM 0189 PITT 1517 (<http://www.pitt.edu/~provost/form0189.pdf>), can accompany the written request or it can be sent directly to the Vice Provost for Faculty Affairs. When a medical leave extends beyond six months, the individual must apply for disability insurance under the University's Long-Term Disability Plan.

- B. Salary will be continued only during that period for which the faculty member would normally be on the payroll.
- C. When the medical leave extends beyond six calendar months, the individual may apply for an unpaid leave of absence not to exceed 12 additional months, or for disability insurance under the University Long-Term Disability Plan.
- D. During paid or unpaid medical leave, the faculty member may elect to perform certain responsibilities on a part-time basis, if approved by the dean and with the health care provider's certificate of fitness to work. The medical leave will count as full-time leave even if the faculty member chooses to work part time during the leave. In no event, however, shall a faculty member who is on medical leave be compelled to waive any part of the leave to which he or she is entitled under this policy.
- E. When medically necessary, leave may be used on an intermittent basis. No faculty member will be paid for total medical leave time in excess of six months during any consecutive 12-month period.

*Family Leave*

- A. Faculty members are eligible for parental leave in the event of the birth or adoption of a child for whom the faculty member has parental responsibilities. Each faculty member may receive four workweeks of paid leave, to be taken within one calendar year after the birth or adoption of a child. Whether leave is taken as full time or equivalent prorated part-time, leave shall be determined by the faculty member and his or her department chair. Such paid leave is in addition to medical leave granted under **Medical Leave**, A. above, **Family Leave**, B. below, and any accrued vacation time. Married faculty members who are both employed at the University are each eligible for parental leave.
- B. Faculty members who have been employed at the University of Pittsburgh for 24 calendar months or more are eligible for up to a maximum of four weeks of paid leave during any consecutive 24-month period in the event of a serious medical condition or illness of a spouse, biological or adopted child, or parent for whom the faculty member has major responsibility. A completed Certification of Physician or Practitioner, FORM 0189 PITT 1517 (<http://www.pitt.edu/~provost/form0189.pdf>), must be presented outlining why the faculty member's attendance is necessary. Every effort shall be made to encourage a collegial exchange to minimize the impact of the leave on the unit.
- C. Faculty members are eligible for up to 12 months of unpaid family leave to care for a spouse, biological or adopted child, foster child, parent, or other household member for whom the faculty member has major responsibility. This may include routine childcare. Combined paid and unpaid leave shall not exceed 12 months in any consecutive three year period. Additional requests for unpaid family leave within this three year period shall be reviewed by the Provost, who shall have the final decision with regard to its approval.
- D. Request for a family leave should be submitted in writing to the appropriate department chair as far in advance of the proposed absence as possible so that the instructional or research programs are not interrupted.
- E. Upon return from family leave, the faculty member will be assured of the same or equivalent position. A family leave shall not, in itself, adversely affect decisions regarding the faculty member's salary, benefits, tenure, or promotion.



### *Medical, Life, AD&D, and Disability Insurance Premiums*

During all paid and unpaid leaves described above, the University will continue to pay its share of medical, life, Accidental Death and Dismemberment Insurance (AD&D) and disability insurance premiums, and the faculty member will be responsible for his or her portion. If a faculty member does not return to University employment after the leave, he/she is obligated to reimburse the University for its insurance expenditures during the leave.

### *Tenure Track Considerations*

- A. When a faculty member takes medical or family leave for four calendar months or longer, the academic year in which the leave is taken shall not be counted as a year towards mandatory tenure review. The faculty member desiring this option must submit a written statement to the appropriate department chair or dean within the period of the leave. The statement should be forwarded to the Office of the Provost.
- B. When a faculty member takes medical or family leave for less than four months, he or she may request that the year in which the leave is taken NOT count towards the mandatory tenure review. Any such request shall reviewed by the Provost, who shall have the final decision with regard to its approval.
- C. When a faculty member becomes a parent by birth or adoption, whether or not a leave is taken, the academic year in which the birth or adoption occurs shall not normally be counted as a year towards mandatory tenure review. The faculty member desiring this option must submit a written statement to the department chair or dean within the academic year in which the birth or adoption occurs. The statement should be forwarded to the Office of the Provost.
- D. Mandatory tenure review may not be delayed by the faculty member for more than three years under this policy.

For additional information, refer to University Policy 02-11-01

(<http://www.cfo.pitt.edu/policies/policy/02/02-11-01.html>) and University Procedure 02-11-01, (<http://www.cfo.pitt.edu/policies/procedure/02/02-11-01.html>) *Faculty Medical and Family Leave*.

Questions about the policy can be directed to the Office of the Provost, telephone 412-624-4222, or e-mail [provost@pitt.edu](mailto:provost@pitt.edu).

## **University Holidays**

University offices are closed in observance of these holidays:

- New Year's Day
- Martin Luther King's Birthday
- Spring Holiday
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- The day after Thanksgiving
- The day before Christmas
- Christmas Day

Traditionally, the University attempts to recognize religious observances of members of the University community in instances where those observances may conflict with University activities. On such dates, students should not be penalized for absences and faculty meetings should not be scheduled. Examples of such occasions are Rosh Hashanah, Yom Kippur, and Good Friday.

## **Vacations**

Deans, directors, department chairs, faculty, faculty librarians, and research associates on 12-month appointments are entitled to a one-month (i.e., 20 working days) vacation each year. Holidays during a vacation period are not counted as days of vacation. Vacation benefits are not cumulative from one year to the next. Employees cannot choose to receive pay in lieu of vacation benefits. Unused vacation, if any, is not paid at the time of termination.

Faculty members holding less than a 12-month appointment or who work part-time do not earn vacation benefits.

Employees who are on vacation during the normal pay date must make arrangements with their department or school as to the disposition of their paycheck. Checks will not be issued in advance of the normal pay date.

## **SERVICE AND OUTREACH**

### **Consulting and Outside Professional Service**

To aid in the solution of urgent problems, the University recognizes an obligation to make available to government, business, labor, and civic organizations the special knowledge and intellectual competence of its faculty members. It also recognizes the potential value, both to faculty and to the University, that outside employment may offer a faculty member by acquainting the individual with the organizations in which his or her students may eventually be employed.

However, certain limits -- for the protection of the interests of all parties concerned -- should be observed.

1. The individual must ensure that such outside interests do not conflict with responsibilities assigned him or her within the University, do not lead to fundamental conflicts of interest, and do not commit him or her to partisan interests that might interfere with personal objectivity in teaching or research.
2. The individual must make sure that the name, property, and facilities of the University are not used in the work for which he or she received personal payment.
3. As the primary responsibility of the faculty member is obviously to his or her own institution, the time given to outside activities should not exceed an average of one day per week.
4. The individual should make sure that fees for outside work are commensurate with his or her professional standing.

Upon application, individuals may receive permission from their department chair and dean to give limited amounts of time to agencies outside the University and to receive remuneration for such work on the basis indicated above. The application should state the approximate amount of time to be given and the amount of money to be received, describe the work to be done, and indicate that the outside work will not impair the time and energy the individual devotes to his or



her regular University duties.

Some of the professional schools have adopted more restrictive policies. These policies vary from prohibiting outside earnings to requiring that earnings be shared with the school, and to limiting earnings to a stated percentage of the University salary.

For additional information, refer to University Policy 02-06-01, (<http://www.cfo.pitt.edu/policies/policy/02/02-06-01.html>) *Outside Employment*.

## **Professional Service Within the University**

Although arrangements may differ from school to school, the usual understandings are as follows:

1. Ordinarily a course taught in another department or school, which is also open and relevant to the interests of students of the department or school of which the instructor is a member, is provided without extra compensation or transfer of funds. The course is considered in determining the instructor's workload.
2. Occasional assistance in regular courses offered in other parts of the University by giving a lecture, serving as a resource person, or substituting when the regular instructor cannot be present carries no extra remuneration.
3. Likewise, no compensation is provided for assistance of this same type regarding special programs conducted by a department or school as a part of the University's program but where no income is available for instructional services. This particularly applies to visits of educational exchange groups.
4. Short-term contract programs and other special undertakings on a self-financing basis for which intensive preparation is required ordinarily carry compensation, either to the department or school providing the instructor or to the individual, as worked out by the deans concerned.

## **University Personnel and Public Office**

The University recognizes the rights of members of its faculty and staff to seek and/or serve in elective or appointed public office at the municipal, county, state, and federal levels, provided such election, appointment, or service does not constitute a conflict of interest nor interfere with the proper performance of the employee's primary responsibilities to the University. In order to ensure that potential conflicts of interest do not arise, it is necessary that no employees seeking or serving in public office deliberately exploit their University affiliation to further their political position. The terms of this policy shall also cover all candidates applying for positions within the University. In instances where potential University employees seek or serve in public office, these candidates, if subsequently employed by the University, must abide by the terms of this policy.

Employees must request a leave of absence without compensation to seek or serve in public office when it is determined by the Provost or appropriate Senior Vice Chancellor that such activities will interfere with the employee's primary duties. A written request for leave without pay should be endorsed by the appropriate department chair and the dean or campus president and should be submitted to the Provost before December 1 of the academic year preceding the desired period of leave. Leaves of absence may be granted by the Provost in consideration of the expected length of the term of office should the candidate be successful. If leave is applied for and granted and the candidate is unsuccessful in the bid for election, he or she may be reinstated,

without prejudice, as a member of the University faculty or staff in accordance with the terms of his or her leave of absence. Approval of a request for an extension of the leave of absence will be based in part on the effect of an extended leave of absence on the academic needs and programs of the University.

## **CAMPUS WORKPLACE**

### **Defense and Indemnification of Faculty and Staff**

#### **Policy**

- A. Except as prohibited by law, the University of Pittsburgh shall furnish each current and former employee of the University with legal defense and payment of judgments, fines, penalties, settlements, and any other expenses actually and reasonably incurred in connection with an actual or threatened action, suit or proceeding, whether civil, criminal, administrative, or investigative (such action, suit or proceeding hereinafter being referred to as "Action"), brought against such employee by reason of being or having been an employee of the University, or by reason of serving or having served the University as a member of or representative to a committee, board or other entity outside the University. Any rights that accrue under this policy shall inure to the benefit of the employee's estate in the event of the employee's death.
- B. Defense and/or indemnification hereunder shall be available only if all of the following conditions are met:
  - Such employee's actions or omissions were within the scope of his or her University duties and authority in teaching, research, and administrative activities for which an employee is paid by the University.
  - Such employee's actions or omissions were in good faith, and in a manner reasonably believed to be lawful and in the best interests of the University.
  - The acts or omissions did not constitute willful misconduct, gross negligence, or recklessness.
- C. Subject to all of the limitations contained in this policy and associated procedure, protection in this policy may, at the University's sole discretion, also be extended to:
  - Writing or publishing that has been or will be a basis for appraisal of the employee's job performance, that adds to the employee's professional knowledge and experience, and that contributes to the employee's professional or academic field.
  - Professional activities, including public service, that are unambiguously related to the employee's function as a representative of the University, that add to the employee's professional knowledge and experience, and that contribute to the general society, even though not carried out at the University's direction or under its control, provided such activities are not compensated by any other person or entity (other than for reasonable expenses or by honoraria no higher than the level paid by the federal government), e.g., service on accrediting commissions and on governmental advisory boards, and attendance at professional conferences.

The University reserves the right to decide in each case, based on the facts and circumstances, whether or to what extent to extend protection for the activities described in this paragraph C.

- D. The protection in this policy shall not, among other things, extend to consulting or other outside professional or business activities for which the employee or an entity with which he or she is affiliated is entitled to receive compensation exceeding reasonable expenses.
- E. The protection in this policy shall extend only to actions in which an employee is a defendant or proposed defendant, and shall not extend to actions that an employee may affirmatively initiate or propose initiating against any other persons or entities.
- F. The protection in this indemnification policy shall not extend to defense and/or indemnification of an employee in an internal University proceeding. Internal proceedings are those that are conducted by the University under University rules and guidelines. There shall be two exceptions to this provision:
  - 1. An employee shall be eligible for defense and/or indemnification in an internal proceeding that arises from allegations made by an outside individual, agency, organization or interest group, if the outside party is already represented by legal counsel in the proceeding. An employee is eligible for defense and/or indemnification in such an internal proceeding once it reaches a formal stage (e.g., the investigation stage of a research integrity proceeding) and in an amount not to exceed \$30,000.
  - 2. An employee who has been accused of research misconduct under the University's Research Integrity Policy and who has been fully exonerated of all charges of research misconduct in a Research Integrity Proceeding mandated by the federal government shall be eligible for indemnification in connection with his/her reasonable legal costs incurred in responding to the charges under the Research Integrity Policy. If, however, an employee has been exonerated from charges of research misconduct but has been found to have committed research impropriety under the University's Research Integrity Policy in a Research Integrity Proceeding mandated by the federal government, the Committee on Indemnification shall decide whether or not to award the indemnification. An employee is eligible for indemnification in such internal Research Integrity Proceedings for the reimbursement of reasonable legal costs necessary for the defense in an amount not to exceed \$30,000.
- G. The protection in this policy shall not extend to actions or omissions while an employee is on an unpaid leave of absence from the University. Exceptions may be made at the University's sole discretion where an employee on leave is engaged in activities that are an extension of his or her University activities.
- H. The protection in this policy shall not extend to medical or other professional liability with respect to which employees are protected under the University Health Center of Pittsburgh professional liability insurance program.

## **Procedure**

The employee shall notify the General Counsel in writing as soon as the employee becomes aware of a substantial possibility of an Action for which he or she may seek defense and/or indemnification. In order to apply for defense and/or indemnification, the employee shall apply to the General Counsel for defense and/or indemnification prior to incurring expenses to be reimbursed or otherwise acting in connection with an Action. (Application after incurring expenses to be reimbursed or otherwise acting in connection with the Action, may be grounds for denial of the application, if such has prejudiced the employee's case or increased the costs of

defense in any way.)

This is a statement of the principal provisions of the policy and accompanying procedure. For the full policy and procedure, refer to University Policy 07-06-06 (<http://www.cfo.pitt.edu/policies/policy/07/07-06-06.html>) and University Procedure 07-06-06, (<http://www.cfo.pitt.edu/policies/procedure/07/07-06-06.html>) *Faculty and Staff Indemnification*, or contact the Office of General Counsel, telephone 412-624-5674.

## **Role of University Attorneys vis-a-vis Individual Employees in Fact-Finding Investigations**

University Policy 01-05-01, (<http://www.cfo.pitt.edu/policies/policy/01/01-05-01.html>) *Legal Services*, spells out the circumstances under which faculty and staff should consult the Office of General Counsel or the UPMC Health System attorneys in connection with University business. This statement addresses the question of the relationship of a University attorney (an in-house or outside attorney) to an individual employee when the attorney is investigating a particular matter.

By law, a University of Pittsburgh attorney, whether in-house or outside counsel to the University, owes allegiance to the University -- that is, to the institution itself. The University speaks and acts through its Board of Trustees, officers, deans, or other authorized representatives. The attorney takes instruction from the appropriate representative of the University, unless the attorney's independent professional judgment leads to a conclusion that the authorized representative is acting or has acted contrary to law or the University's interest.

The University's attorneys often must, in the course of their work for the University, communicate with faculty and staff to ascertain facts, consider alternative courses of action, and otherwise assist the University. When a University attorney interviews or communicates with an individual faculty or staff member about a University matter, the faculty or staff member should understand that the attorney may disclose to other University personnel, or to others if authorized by the University, the content of the communication to the extent that the attorney deems it appropriate to protect or promote the University's interest. Although the communication between the attorney and the employee may in some circumstances be protected by the University's attorney-client privilege from compulsory disclosure to third parties, the decision whether to assert or waive the privilege belongs to the University, not to the employee.

In most circumstances, the interests of the University and its employees will be congruent. It is then appropriate for a University attorney to represent an individual faculty or staff member at the same time the attorney represents the University. Faculty and staff should be aware, however, that if it develops that the University's interests come into conflict in a material way with those of the employee, the attorney would have to withdraw from representation of the employee. In such situations, the attorney may often properly remain as counsel for the University even if the University takes a position adverse to the employee.

Once a University attorney becomes aware that the interests of an employee involved in an investigation may diverge in a material way from the University's, the attorney should preface any further investigative communication to the employee with an indication to that effect. Similarly, if the employee believes that his or her interests may be, or become, different from those of the University, he or she should so inform the attorney. In either case, the attorney should then advise the employee of the option to obtain independent legal representation. (University Policy 07-06-06 (<http://www.cfo.pitt.edu/policies/policy/07/07-06-06.html>) and Procedure 07-06-06, (<http://www.cfo.pitt.edu/policies/procedure/07/07-06-06.html>) *Faculty and Staff Indemnification*, address the circumstances under which the University may indemnify an

employee for the costs of such representation.)

Finally, it should be understood that even if the University's position is adverse to an employee, the University, through its counsel or other administrators, is generally entitled to access to information -- documentary or oral -- that came to an employee in the course of University employment. Thus, it is ordinarily proper for a University attorney to communicate with an employee about a University matter even when the attorney is not able to represent the employee in that matter.

## **Nondiscrimination Policy**

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission.

For additional information, please reference University Policy 07-01-03 (<http://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>), *Nondiscrimination, Equal Opportunity and Affirmative Action*, and University Procedure 07-01-03 (<http://www.cfo.pitt.edu/policies/procedure/07/07-01-03.html>), *Nondiscrimination and Anti-Harassment*.

## **Anti-Harassment Policy Statement**

No University employee, University student, or individual on University property may intentionally harass or abuse a person (physically or verbally) with the purpose or effect of unreasonably interfering with such person's work or academic performance, or of creating an intimidating, hostile, or offensive work or academic environment. Consistent with the University Nondiscrimination Policy Statement, this Anti-Harassment Policy Statement includes cases where the conduct is based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or veteran status. This policy will be applied with due respect for the University's commitment to equality of opportunity, human dignity, diversity, and academic freedom.

For additional information, refer to University Procedure 07-01-03 (<http://www.cfo.pitt.edu/policies/procedure/07/07-01-03.html>), *Nondiscrimination and Anti-Harassment*.

## **Sexual Harassment**

The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors, and visitors to the University.

It is also a violation of the University of Pittsburgh's policy against sexual harassment for any employee or student at the University of Pittsburgh to attempt in any way to retaliate against a person who makes a claim of sexual harassment.

Any individual who, after a thorough investigation, is found to have violated the University's

policy against sexual harassment will be subject to appropriate disciplinary action, including, but not limited to, reprimand, suspension (with or without pay), termination, or expulsion. The disciplinary action taken will depend upon the severity of the offense.

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is an explicit or implicit condition of employment or academic success; (2) submission to or rejection of such conduct is used as the basis for an employment or academic decision; or (3) such conduct has the purpose or effect of (a) unreasonably interfering with an individual's work or academic performance or (b) creating an intimidating, hostile, or offensive work or academic environment.

While sexual harassment most often takes place where there is a power differential between the persons involved, it also may occur between persons of the same status. Sexual harassment can occur on University premises or off campus at University-sponsored events. It can occur between members of the same gender as well as between members of different genders.

For additional information, refer to University Policy 07-06-04, (<http://www.cfo.pitt.edu/policies/policy/07/07-06-04.html>) *Sexual Harassment*. Copies of this policy and the brochures *Sexual Harassment Policy and Procedures* and *Combating Sexual Harassment* are available from the Office of Affirmative Action, Diversity and Inclusion located in 412 Bellefield Hall, telephone 412-648-7860. Guidelines for administrative handling of sexual harassment complaints can be found online at <http://www.provost.pitt.edu/information-on/harguide.html>.

## AlertLine

AlertLine is a toll-free telephone line, 1-866-858-4456, that University of Pittsburgh employees can use to report certain irregular or troublesome workplace issues so that these issues can be investigated and resolved.

AlertLine is available to all full-time and part-time faculty, staff, and research associates at the Pittsburgh and regional campuses and other off-campus work locations. Callers can remain anonymous. The line answers 24 hours a day, seven days a week, and can be accessed from any telephone in North America, including pay telephones.

Issues that can be reported on the AlertLine include:

- Financial improprieties, including fraud, theft, falsification of records, and improper use of University assets.
- Human resource matters, including perceived harassment, discrimination, misconduct, and other workplace issues.
- Research compliance concerns, including conflict of interest, improper charging of grants, violation of human subject research regulations, and violation of other research compliance rules.
- Other legal/regulatory matters, such as those pertaining to environmental health and safety.

***Issues that are best reported in other ways:*** Many specific workplace issues can be best handled by bringing them to the attention of the workplace manager or supervisor. Problems concerning employee benefits are most readily resolved through the benefits staff in the Office of Human Resources. AlertLine is not intended to replace existing compliance hotlines or established grievance procedures. Note that calling the AlertLine does not constitute providing legal notice

to the University of Pittsburgh. If you believe the concern is life threatening, call your University police or security department.

## **Use of University Titles and Name**

Faculty and staff are often involved with the presentation of statements or articles of opinion that may or may not be related to their professional duties at the University. When these are presented to an audience or readership unaffiliated with this University, the use of a University title, University letterhead or any other indicator of University affiliation may be misleading. It is expected that the employee's University affiliation will appear on professional work related to his or her academic field, especially when presented in a professional setting. It is necessary, however, for each individual to use great care to avoid confusion on the part of his or her audience between his or her personal views and statements of University policy. This is especially true in matters of significant public controversy in which the audience may believe that the employee is expressing the judgment of the University community. One device that may suffice to avoid confusion in some cases is a conspicuous disclaimer to the effect that the employee is expressing a private view and does not speak for or on behalf of the University. Such caution is essential to protect the community against undesirable imputation of homogeneity, rare in any profession and especially detrimental to the essence of academic freedom and the rights of our colleagues. It is essential to preserve the independence, reputation, and integrity of us all and to provide for the diversity of legitimate opinion that is the hallmark of a community of scholars which values and protects independence of mind.

University policy on important matters usually requires prior development through extensive consultation involving established processes within the University. No one should purport to speak for the University unless the stand to be taken fairly represents official University policy. University titles, affiliation, and stationery should therefore be used in a fashion that contributes to protecting these principles, and positive steps should be taken to ensure that personal judgment or opinion is not taken as University policy.

For additional information, refer to University Policy 02-04-02, (<http://www.cfo.pitt.edu/policies/policy/02/02-04-02.html>) *Academic Responsibilities and Professional Conduct*.

## **Personal Use of University Resources and Services**

Use of University resources for personal, non-University purposes is generally not permitted. When personal use of University resources is unavoidable, reimbursement should be made to the University. University services and resources include, but are not limited to, photocopiers, long-distance telephone and facsimile service, mail service, staff support, supplies, and equipment.

For additional information, refer to University Policy 05-08-01, (<http://www.cfo.pitt.edu/policies/policy/05/05-08-01.html>) *Personal Use of University Resources*.

## **Computer Resources - Access and Use**

University-owned computing equipment, networks, services, and resources are intended for use by the following individuals engaged in the University activities described below:

- Students, faculty, and staff conducting instructional, research or administrative activities.
- Organizations whose use of such services is for a University-sponsored and recognized public service. For purposes of administering this policy, the organization must be



designated as tax exempt under the Federal Internal Revenue Code. The use of such services must also be approved by the Director of Computing Services and Systems Development (CSSD).

- Faculty or staff under professional consulting arrangements, provided: (1) an application for services is approved by the Director of CSSD, (2) an external account Computer Account is established, and (3) a contractual arrangement is entered into with CSSD.

Use of computer equipment, networks, services, or resources for any partisan political purpose, unlawful activity or use that infringes on the rights of others, including privacy, ownership, and equitable access to computing equipment, networks, services, or resources is prohibited. Software or other intellectual property protected by copyright law may not be copied from, into, or by University computing equipment, networks, services, or resources, except as permitted by law or by written permission of the copyright owner. Departments or units that purchase copyrighted software are responsible for the enforcement of that copyright throughout their department or unit.

Electronic communications resources such as e-mail, chat-rooms, distribution lists, or Web services may only be used for University-related activities. Transmittal or storage of fraudulent, harassing, or obscene messages may result in disciplinary action. Willfully or unlawfully copying, damaging, destroying, disclosing, modifying or taking possession of a computing equipment, networks, services, or resources may result in disciplinary action. Unauthorized access to any data, documentation, property, or software contained in any computer, computer system, or network may result in disciplinary action.

For additional information, refer to University Policy 10-02-05, (<http://www.cfo.pitt.edu/policies/policy/10/10-02-05.html>) *Computer Access and Use*, or visit the CSSD Website at <http://technology.pitt.edu/>.

## **Travel and Business Expenses**

The University will reimburse faculty, staff, and students for approved and authorized expenses incurred while on University business and/or related travel when the expense is:

- actual and reasonable;
- necessary in performance of University business;
- supported by a valid proof of expense, such as a cash or other original receipt unless otherwise provided in the Travel and Business Expense Policy; and
- in compliance with all the conditions established in the Travel and Business Expense Policy.

Employees may not use University funds to entertain fellow employees at lunches, holiday parties, or similar activities that are not directly related to University business or otherwise sanctioned by the appropriate University official.

All airline, hotel, and car rental reservations should be made through a University bid and certified travel agency. Regional campuses have their own University bid and certified travel agencies. It is possible to receive reimbursement for airline tickets purchased online if the online fare is less expensive than comparable fares offered by University-approved travel agencies. In order to seek reimbursement, submit a properly completed Travel and Business Expense Report at the conclusion of the journey for which reimbursement is being sought. In addition, an original ticket receipt must be attached to the TBER. In an effort to facilitate the speedy processing of the reimbursement, it is advisable to attach a memo addressed to Payment



Processing explaining that the airfare was purchased online, that a University-approved travel agency quote for the same itinerary was higher (indicating the amount quoted), and that personal funds were used to purchase the online airfare.

For details on the requirements and procedures for reimbursement of travel and business expenses, consult University Policy 05-07-01, (<http://www.cfo.pitt.edu/policies/policy/05/05-07-01.html>) *Travel and Business Expenses*, or contact the Office of Travel Management, telephone 412-624-4433, or visit the Website at <http://www.pts.pitt.edu/Travel/overview.htm>.

## **Moving – Household Goods Relocation**

Departments wishing to pay for the relocation of a newly hired employee’s household goods are to contact the University’s Office of Travel Management, who will assign the move to a reliable moving firm.

For additional information, refer to University Policy 05-07-02, (<http://www.cfo.pitt.edu/policies/policy/05/05-07-02.html>) *Moving Expenses - Household Goods*; telephone the Office of Travel Management at 412-624-4433; or <mailto:travel@pitt.edu>.

## **University Policy on Alcohol**

The following guidelines in regard to alcohol are to be observed for all University-sponsored functions. Employees, students, and agents of the University must fully comply with the laws of the Commonwealth of Pennsylvania regarding the possession and consumption of alcohol. Pennsylvania law prohibits: furnishing or providing alcohol to anyone under the age of 21 or to anyone visibly intoxicated; anyone under the age of 21 from possessing or consuming alcoholic beverages under any circumstances; and anyone under the age of 21 from being on *licensed* premises where alcohol is served, unless under proper supervision.

At each University function, the “Host” will be considered to be the most senior official present from the school, department, or other segment of the University sponsoring a function. The Host of a function is responsible for ensuring that Pennsylvania law relating to alcoholic beverages is strictly observed. The Host of a function shall be responsible for compliance with these guidelines.

## **Drug-Free Workplace**

Under the Drug-Free Workplace Act of 1988, the University prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on University property or as part of any University activity. Any University employee paid from federally-funded grants or contracts must notify the University of any criminal drug statute conviction for a violation occurring at the University or while engaged in University activities no later than five days after such conviction. Violation of this policy will result in disciplinary action including, but not limited to, a warning, written reprimand, suspension, dismissal, expulsion, and/or mandatory participation and successful completion of a drug abuse assistance or rehabilitation program approved by an appropriate health or law enforcement agency.

For additional information, refer to University Policy 06-02-01, (<http://www.cfo.pitt.edu/policies/policy/06/06-02-01.html>) *Drug-Free Workplace/Drug-Free Schools*.

## **Smoking Policy**

Smoking is prohibited in all University-owned and leased facilities and in all University vehicles. Procedures for requesting the designation of smoking areas are described in University Policy 04-05-03, (<http://www.cfo.pitt.edu/policies/policy/04/04-05-03.html>) *Smoking*.

## **Recycling**

The University has implemented a campus-wide recycling program. Materials are collected in desk-side or hallway containers, and include white and colored paper and beverage cans. For more information on the University's recycling program and a complete list of recyclable and non-recyclable materials, contact Facilities Management, telephone 412-624-9500.

## **Policy on Extreme Weather Conditions**

### **Scope**

This policy establishes guidelines for all campuses of the University concerning operations during periods of extreme weather conditions or other emergency circumstances. This policy applies to all University employees and students. (The UPMC Health System policy on this issue is separate and distinct from the University of Pittsburgh policy.)

### **Policy**

Only by authorization of the Chancellor shall the University be officially closed. The presidents of the regional campuses are authorized to officially close their respective campuses.

Given the range of institutional programs, the number of essential services provided, and the continuing needs of resident students, the University will remain open in all but the most extreme circumstances. However, all University employees and students are urged to use their own discretion in deciding whether they can safely commute to class or to work. If personal health or safety is at issue in that decision, responsible judgment should be used.

### *Students/Class Announcements*

Cancellation of classes does not imply that the University is closed.

Instructors who are unable to meet a scheduled class should contact their school or department to inform them that the class is canceled because of the instructor's inability to arrive on campus.

Students who have questions regarding a specific class should contact the school or department that offers the course to determine whether a class is being held as regularly scheduled. In situations where the University holds classes off campus, students and instructors should contact the department that sponsors the course to determine the status of that class. Decisions on opening or closing off-campus facilities may be made independently of the University of Pittsburgh.

### *All Employees*

In the event that an employee is unable to report to work at the appointed time, he/she should contact his/her supervisor, within the first hour of the workday, directly.

### *Essential Personnel*

In the event that the University is officially closed, essential functions must be maintained and essential personnel may be required to report to work. Essential personnel at the Pittsburgh Campus will be designated by the Chancellor in consultation with the Provost, the Senior Vice

Chancellor for Health Sciences, and the Executive Vice Chancellor. A listing of essential personnel will be maintained by each responsibility center head for his/her respective areas. Essential personnel at the regional campuses will be designated by the respective regional campus president.

For guidelines on the compensation of staff employees during periods of extreme weather conditions and a listing of radio and television stations that will announce modifications to normal University operations during extreme weather conditions, consult University Policy 07-

04-02, (<http://www.cfo.pitt.edu/policies/policy/07/07-04-02.html>) *Extreme Weather Conditions*.

## **Environmental Health and Safety**

The University of Pittsburgh seeks to provide a safe environment for faculty, staff, and students. In order for this safe environment to exist, the University must comply with prevailing environmental, health and safety requirements of Federal, State, and Local regulatory agencies, and demonstrate this compliance intent to granting agencies. The University's Department of Environmental Health and Safety (EH&S) takes these concerns into account and acts to ensure compliance with the law.

Each individual at the University of Pittsburgh must adopt an attentive and responsible approach to environmental health and safety issues. EH&S assists by providing expertise in the various disciplines which contribute to complete environmental health and safety planning. In addition, the University is advised by several committees including the University Environmental Health and Safety Committee, its various subcommittees, and building or departmental committees including biohazard, chemical safety, accident prevention, public safety and facilities committees. These various committee members are responsible for developing and recommending policies and procedures, aiding implementation, representing the concerns of colleagues, and gathering and disseminating information. Some of the important programs and issues are described below.

Two prominent regulations affecting laboratory activities are the "Occupational Exposure to Hazardous Chemicals in Laboratories" and "Bloodborne Pathogens Standard," which are described in the Chemical Hygiene Plan Manual, Laser Safety Manual and Biosafety Manuals. These manuals also provide compliance assistance. The Health and Safety Manual provides more general guidance and assistance in all areas. These manuals are available in hard copy through the EH&S department and also on its official Website at <http://www.ehs.pitt.edu/>.

In order to comply with the University Policy on Bloodborne Pathogens, all potentially exposed employees and students in certain classes and labs must have a hepatitis B vaccination and medical insurance (for details, refer to University Policy 06-01-03, (<http://www.cfo.pitt.edu/policies/policy/06/06-01-03.html>) *Bloodborne Pathogens*. New employees with the potential for exposure to human blood, blood components, or body fluids as a consequence of employment are required to be registered in the Bloodborne Pathogens Training Program, administered by the EH&S, within 10 working days of initial assignment.

EH&S develops training, provides information, and evaluates the potential hazards on campus; in this respect, the EH&S serves the University by mandating compliance with the Hazard Communication Standard. The Health and Safety Manual, as well as the EH&S official Website at <http://www.ehs.pitt.edu/>, contains details of EH&S initiatives and various training requirements.

The University EH&S implements compliance initiatives through a staff of professionals in the fields of Biosafety, Toxicology, Industrial Hygiene, Safety/Loss Prevention, Fire Prevention Engineering, Environmental Engineering, and Hazardous Waste Management. You can reach EH&S by telephoning 412-624-9505. Medical services are provided through the Occupational Medicine Clinic, telephone 412-624-3155.

## **Institutional Biosafety/rDNA Committee**

The rDNA Office was established in 2001 to administratively support the function of the Institutional Biosafety Committee (IBC-rDNA). The purpose of this office is to facilitate the compliance review and approval process of the Institutional Biosafety Committee (IBC-rDNA), to assist individual researchers and technical staff with compliance efforts, to support other University offices with rDNA issues, and to ensure that the University is within the *NIH Guidelines for Research Involving Recombinant DNA Molecules*.

All research involving recombinant DNA molecules is required to be registered with the IBC-rDNA, and applications are processed through the rDNA Office. More information regarding IBC-rDNA review and a link to the *NIH Guidelines* can be found on the recombinant DNA Website at <http://www.rcco.pitt.edu/rdna/>.

## **Radiation Safety**

All uses of ionizing radiation fall under the jurisdiction of the University Radiation Safety Committee. The Radiation Safety Committee has the administrative responsibility for safe usage, obtaining necessary licenses, purchase approvals, and disposal of radiation sources. Detailed information is available in a manual titled *Regulations Regarding the Safe Use of Sources of Ionizing Radiation*. The Radiation Safety Office is located in Room G-7, Graduate School of Public Health, telephone 412-624-2728, fax 412-624-3562 and e-mail [RSO@radsafe.pitt.edu](mailto:RSO@radsafe.pitt.edu).

Nuclear sources include all radioactive materials, both sealed and unsealed sources, and gamma irradiators, X-ray sources include diagnostic and analytic X-ray machines, particle accelerators, and other high voltage, high vacuum devices that might produce X-rays. Uses include medical, research, education and training. Work with radioactive materials must be carried out under the control of an "Authorized User," approved by the Radiation Safety Committee. All other sources of ionizing radiation must be registered with the Radiation Safety Office and must have a designated person who is properly trained and who takes responsibility for the safe use of these sources. Researchers, laboratory personnel, and other users of ionizing radiation sources must receive general training provided by the Radiation Safety Office. Training specific to the use of equipment, must be provided by the Authorized User or other responsible individuals.

Researchers and clinicians have the primary responsibility to maintain a safe working environment and to comply with regulations of the Pennsylvania Department of Environmental Protection - Bureau of Radiological Health, and the U.S. Nuclear Regulatory Commission. Additional rules are imposed by licensing agreements with these agencies and by the University Radiation Safety Committee. Administrators must plan and provide approved facilities, then enforce regulations and rules.

The Radiation Safety Office implements Radiation Safety Committee policies and procedures. It is staffed with professional health physicists, qualified technicians, and support personnel. Radiation Safety Office personnel are available for information about safe uses of radiation

sources, procurement, waste disposal, exposure measurements, record keeping, licensing, and regulations.

The Radiation Safety Office maintains a Website at <http://www.radsafe.pitt.edu/>. General information, manuals, scheduling of training for radioactive materials use and certain forms are available online.

## **Guidelines for Visitors to Labs and Shops**

As an extension of its educational responsibilities, the University of Pittsburgh allows and encourages community representatives, members of the public and students to visit University facilities. However, because of safety and liability issues, visitations by such groups and individuals to laboratories and shops must be under the direct supervision of an authorized faculty, staff member, or part of a formally organized open house, guided tour, or supervised educational program.

Children are not authorized to visit laboratories and shops, except as a participant in a formally sponsored tour or educational program with the permission of an informed parent or guardian, or with parental permission and as the guest and under the supervision of a University student, faculty or staff member. At no time should children be permitted to use or be exposed to unreasonably hazardous chemicals or materials or dangerous procedures during their visit.

Children of University students, faculty and staff members are not authorized to be in laboratories or shops on either an attended or unattended child care basis. For the purposes of these guidelines, “children” refers to minors under eighteen years of age who are not students or employees of the University.

The organization unit chair/director, shop supervisor, or laboratory principal investigator bears primary responsibility for insuring that University students, faculty and staff members under their direction are aware of and adhere to these guidelines.

## **III. ACADEMIC POLICIES**

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### **ROLE OF THE FACULTY MEMBER**

The role of individual faculty members in supporting the mission of the University will depend on the specific missions of their departments or schools. All faculty members, however, have certain common responsibilities: to commit themselves fully to their teaching obligations, to participate in the development of the programs of their departments and schools and of the University as a whole, to engage in scholarly activities, and, as appropriate, to support the University in its goal to render public service.

As scholars and citizens of the University community, all parties must be ever cognizant of the axiom that every increment of authority and discretion brings with it corollary responsibilities -- to their fellow faculty members, to students, to the University, and to the community and society at large.

### **FACULTY DEVELOPMENT**

The professional competence and intellectual vigor of its faculty are the most important measures of a university's quality. In recognition of that fact, the University of Pittsburgh supports the individual development of its faculty members by encouraging and rewarding academic achievement in teaching, scholarship, and all other facets of a faculty member's professional life. Faculty development is the responsibility of the department chair, campus president, dean, and Provost, as well as of the individual faculty member.

Because the development of an academic career is a highly individual matter in terms of the direction and level of one's aspirations and the rate of their pursuit, the University attempts not only to create a generally supportive atmosphere, but to provide specific programs of assistance. A variety of specific programs are sponsored that are designed to help faculty members with their teaching and with their overall professional growth.

The University's faculty development policies serve to:

- recruit new faculty members who add specific needed strengths to our faculty and who are dedicated to excellence, both in their scholarly pursuits and in their teaching;
- aid and encourage newer faculty members by helping them to understand the University's and colleagues' expectations, and the criteria and standards for advancement;
- encourage the individual schools and departments to codify their criteria for evaluating their faculties, and to make these criteria and standards accessible to the faculty members;
- aid in harmonizing faculty members' personal career goals with departmental and University objectives, and to give due recognition to faculty members for contributions toward the realization of these objectives;
- encourage faculty members to strive consciously to improve their teaching, their professional service, and their stature in their scholarly fields; and
- recognize and reward high attainment by faculty members in any or all of these areas.

The maintenance of high-quality faculty is the keystone of faculty development. In evaluating faculty performance, the department chairs, or in smaller schools, the deans, in consultation with their senior faculties, examine a number of factors. Primary among them is evidence of intellectual vitality in scholarship and a high degree of effectiveness in teaching. In the evaluation process, it is the responsibility of the chairs, deans, and senior faculty to:

- review the faculty member's progress at least annually and discuss with the faculty member his or her strengths and weaknesses in teaching, including advising, in scholarly activity, in public and professional service, and in furthering the department's or school's other objectives;
- interpret the University's standards and procedures in terms of departmental or school objectives, and explain these interpretations and objectives to the faculty member;
- assist the faculty member in formulating plans for his or her progress toward mutually desirable professional objectives;
- provide encouragement and advice concerning the resources needed for the pursuit of these objectives; and
- provide recognition for progress and quality in performance in these areas by means of appropriate recommendations and in other tangible ways.

Public service (including community service as relevant) and professional service is included in the evaluation process for promotion and tenure. The weight given to these activities varies with academic discipline and it shall be defined clearly by each school. It is generally agreed that public service is activity based on a faculty member's professional expertise; it is conducted outside the University; it makes a substantial public contribution; and remuneration is not a primary consideration or motivation for the activity. Ideally, this work could be incorporated into the faculty member's professional research and/or the teaching and training of students. The results may become disseminated through publication as a more permanent record.

The faculty member himself or herself is expected to provide data for the evaluative process by periodically supplying the chair, dean, or campus president with materials to go into a dossier on his or her teaching, scholarly accomplishment, and public service.

In making decisions on advancement, department chairs, deans, and campus presidents also examine a number of additional factors. Among them are: leadership ability, the quality of the individual's goals and their importance to departmental development, and evidence of progress in relation to these goals and other obligations.

The deans and campus presidents periodically consult with department chairs on faculty advancement. Deans and campus presidents are also responsible for identifying persons who meet the criteria for permanent faculty, who are capable of further development, or who are of lesser promise to their departments.

## **ACADEMIC INTEGRITY**

It is the direct responsibility of faculty to encourage free inquiry and expression and to provide an academic environment in their classrooms and in their contact with students that reflects a high standard of integrity and is conducive to learning.



Pursuant to the University's code of faculty obligations relating to academic integrity, faculty are expected to conduct themselves in a professional manner, as summarized below:

1. To meet their classes when scheduled.
2. To be available at reasonable times for appointments with students, and to keep such appointments.
3. To make appropriate preparation for classes and other meetings.
4. To perform their grading duties and other academic evaluations in a timely manner.
5. To describe to students, within the period in which a student may add or drop a course, orally, in writing, or by reference to printed course descriptions, the general content and objectives of a course; and announce the methods and standards of evaluation, including the importance to be assigned various factors in academic evaluations and, in advance of any evaluation, the permissible materials or references allowed during evaluation.
6. To base all academic evaluations upon good-faith professional judgment.
7. Not to consider, in academic evaluation, such factors as race, color, religion, sex, sexual orientation, age, national origin, political or cultural affiliation, lifestyle, activities, or behavior outside the classroom unrelated to academic achievement.
8. To respect the confidentiality of information regarding a student contained in University records; and to refrain from releasing such information, except in connection with intra-University business, or with student consent, or as may be permitted by law.
9. Not to exploit their professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner that infringes upon such students' freedom of choice.
10. To give appropriate recognition to contributions made by students to research, publication, service, or other activities.
11. To refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the University policy relating to the use of human subjects in experimentation.
12. To respect the dignity of students individually and collectively in the classroom and other academic contexts.

The Board of Trustees, on the recommendation of Senate Council, approved policy guidelines on the subject of academic integrity as a model for the schools of the University to follow in providing due process for faculty and students who become involved in serious conflicts regarding issues of academic integrity. Copies of individual school's guidelines are available in the dean's office. The University-wide Guidelines on Academic Integrity (<http://www.provost.pitt.edu/info/ai1.html>) may be obtained from the Office of the Provost, telephone 412-624-4222.

For additional information, refer to University Policy 02-03-02, (<http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html>) *Guidelines on Academic Integrity - Student and Faculty Obligations and Hearing Procedures*.



## **FACULTY-STUDENT RELATIONSHIPS**

The University's educational mission is promoted by professional relationships between faculty members and students. Relationships of an intimate nature compromise the integrity of a faculty-student relationship whenever the faculty member has a professional responsibility for the student. The University prohibits intimate relationships between a faculty member and a student whose academic work, teaching, or research is being supervised or evaluated by the faculty member. "Faculty member" refers to anyone appointed by the University as a teacher, researcher, or academic administrator, including graduate and undergraduate students so appointed; "intimate" is defined as sexual and/or romantic.

If an intimate relationship should exist or develop between a faculty member and a student, the University requires the faculty member to remove himself/herself from all supervisory, evaluative, and/or formal advisory roles with respect to the student. Failure to do so may subject the faculty member to disciplinary action.

For additional information, refer to University Policy 02-04-03, (<http://www.cfo.pitt.edu/policies/policy/02/02-04-03.html>) *Faculty-Student Relationships*.

## **ACCESS TO STUDENTS' EDUCATIONAL RECORDS**

Students and, in limited cases, their parents have the right to inspect and review the student's educational record; exercise a limited control over the disclosure of information contained in the student's educational record; seek to correct a student's educational record; report violations of the Family Educational Rights and Privacy Act of 1974 (FERPA), which provides the minimum standards for the management of student educational records; and be informed about the student's FERPA rights. The University designates some personally identifiable information contained in a student's educational record as "Directory Information" in order that the University may, unless the student has expressly objected, disclose the information without a student's further prior written consent. Access to a student's educational record by a third party for legitimate educational purposes or release by University officials is permitted under certain circumstances.

For additional information, refer to University Policy 09-08-01, (<http://www.cfo.pitt.edu/policies/policy/09/09-08-01.html>) *Access to and Release of Education Records*.

## **STUDENT CODE OF CONDUCT AND JUDICIAL PROCEDURES**

The University Student Judicial System (<http://www.studentaffairs.pitt.edu/conductprocess>) serves to ensure both the rights and responsibilities of students through the operation of a system of regulations and hearing bodies. The Student Code of Conduct and Judicial Procedures delineates non-academic standards of conduct appropriate to the University in consonance with its educational goals. The Student Code of Conduct applies to all undergraduate, graduate, and professional students registered at the University of Pittsburgh. In some cases, off-campus conduct may also be subject to disciplinary action by the University.

To deal with violations of the Student Code of Conduct, there are two hearing bodies in the Student Judicial System, the Campus Judicial Board, and the body of administrative hearing officers. On the Pittsburgh Campus, the Campus Judicial Board is composed of a standing body of 35 undergraduate and graduate/professional students. The body of administrative hearing

officers is composed of approximately 20 administrative staff and faculty. Likewise, each regional campus has a Campus Judicial Board of differing size, and designated hearing officers.

The University or regional campus Review Boards are the appellate bodies for the University Student Judicial System.

Any member of the University community on the Pittsburgh Campus who wishes to file or defend a complaint may receive advice and assistance from the Office of the Coordinator of the Student Judicial System, located at 738 William Pitt Union, telephone 412-648-7910. On the regional campuses, the Office of Student Affairs/Student Life should be contacted. For additional information, refer to the document, Student Code of Conduct and Judicial Procedures, (<http://www.studentaffairs.pitt.edu/conductprocess>) available in the Office of the Coordinator.

## **STUDENT ABSENCES**

There is no general University policy for class attendance. However, some schools of the University have developed their own policies on this matter. Some instructors keep a careful record and others do not on the assumption that the student is responsible for making decisions regarding class attendance. For a prolonged absence or illness, the student or the student's family should notify the instructor and dean.

## **OFFICE HOURS**

The posting of office hours on the office door is the responsibility of the faculty member as a courtesy and convenience to students.

Most administrative offices are open from 8:30 a.m. to 5 p.m., Monday through Friday. A few offices, such as the College of General Studies, have extended hours.

## **ACADEMIC CALENDAR**

The University of Pittsburgh Academic Calendar is distributed annually to the faculty; additional copies are available in the Office of the Provost, 801 Cathedral of Learning, telephone 412-624-0790. The current year as well as the extended calendar are also available online at <http://www.provost.pitt.edu/information-on/calendar.html>. Specific dates affecting the first professional programs in the schools of Dental Medicine, Law, and Medicine, as well as the Joseph M. Katz Graduate School of Business, may be obtained from the appropriate dean's office.

## **GRADE REPORTING**

Faculty are expected to know all relevant University policies on grading, including Section 09-01, *University Grading*, in the University Policy and Procedure Manuals, and the grading policy of the school in which the course is offered. In accordance with the Guidelines on Academic Integrity, (<http://www.pitt.edu/~provost/ai1.html>) faculty should "perform their grading duties and other academic evaluations in a timely manner."

The University's Office of the Registrar provides detailed instructions for the completion of grade rosters. Grade rosters are due in the Registrar's Office after the course final examination is given but no later than noon on the final grade due date as published in the University Academic Calendar (<http://www.provost.pitt.edu/information-on/calendar.html>). (Earlier deadlines may be

established by departments and/or dean's offices which monitor the grading process.) Grades received after the Registrar's Office deadline will be considered delinquent and will be reported to the appropriate dean.

## **UNAVOIDABLE ABSENCES**

A faculty member should report to his or her dean or department chair any unexpected development that will prevent his or her meeting a class or other such appointment. An approved substitute must be provided or appropriate notice given to the student group at the beginning of the class period.

Preferably, the faculty member should recommend his or her own temporary substitute. If no other arrangements can be made, a message should be delivered to the class no later than the time a class that cannot be met is scheduled to begin.

For additional information, refer to University Policy 02-04-02, (<http://www.cfo.pitt.edu/policies/policy/02/02-04-02.html>) *Academic Responsibilities and Professional Conduct*.

## **TEXTBOOKS AND SUPPLIES, INSTRUCTIONAL MATERIALS, AND SUBSCRIPTIONS**

Faculty members are advised in writing of the due dates for requisitioning textbooks and supplies. The responsibility for ordering texts and supplies is vested in the University Book Centers and regional campus bookstores. Faculty members may not order textbooks for classes directly from the publisher. Faculty members are not permitted to sell any textbooks, notes, or supplies to students in class. Arrangements should be made with the Book Centers to handle all required items.

By observing the following guidelines, faculty can assist the Book Centers in providing good service in both texts and supplies:

1. Complete all portions of the Book and Supply Form (Form 0068).
2. Indicate as carefully as possible the enrollment anticipated for the course.
3. Send completed requisitions by the date requested to the Book Centers to avoid inconvenience to students. Properly prepared requisitions returned on time serve the Book Centers as guides in buying used books that can be sold to the students at a savings over new book prices.

Book and supply information can also be submitted by e-mail. Note that when using e-mail, each required text must be submitted separately. The form can be accessed through the Book Center Website <http://www.pitt.edu/~bookctr/>. The e-mail address is [bookctr@pitt.edu](mailto:bookctr@pitt.edu).

When a departmental textbook requirement is changed after the book return privilege has expired or if the book is not returnable, the loss is charged to the account of the department that made the late change.

Publishers feel that granting of desk copies to faculty is their privilege. Requests should be made directly to publishers by faculty on departmental stationery.

The Book Centers or Central Business Services' reproduction service, "Copy Cat," can obtain copyright permissions. A sufficient lead time is necessary to obtain permissions and have the

material printed. The manual or article must be listed as a required text on the Book and Supply Form (Form 0068).

For additional information, refer to University Policy 05-05-01, (<http://www.cfo.pitt.edu/policies/policy/05/05-05-01.html>) *Textbooks, Instructional Materials, and Subscriptions*, or call the Book Center, telephone 412-648-1455.

## CUSTOM COURSE MATERIALS

Copy Cat, the University's full service copying and binding center located at 3949 Forbes Avenue, offers convenient, one-stop Custom Course Materials Service for University faculty. Instructors compile materials they want to teach including original work, chapters from books, business cases, or journal, magazine and newspaper articles. Faculty submit the following to Copy Cat: (1) completed copy of the request/bibliography form (mailed to faculty three months prior to the start of the term or may be obtained at Copy Cat), and (2) a complete copy of materials to be included in the packet. Copy Cat handles the rest, including obtaining copyright permissions through the Copyright Clearance Center, 4000 Fifth Avenue (The Book Center), printing and selling packets to the students. All packets are saved on data tape for future retrieval and editing. Instructors receive one complimentary copy of the packet. Copyright fees, copying and binding charges are calculated into the price of the packet. For more information about Custom Course Materials Service, call Copy Cat at 412-624-0553 or Copyright Clearance Center at 412-624-1468.

## UNIVERSITY PHOTOCOPYING POLICY

As a result of the Copyright Act (Title 17 U.S. C.A. Section 101 et. seq.), which affects educational institutions, classroom teaching, libraries and users of copyrighted material in general, a detailed policy has been adopted by the University of Pittsburgh.

The following excerpts highlight only the key provisions:

**Copyrighted Material:** According to the Copyright Act, the following may be copyrighted: literary works; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic and sculptural works; motion pictures and other audiovisual works; sound recordings; and computer programs. One may therefore assume that almost any form of creative work may be subject to copyright protection. In addition, copyright protection is automatic for unpublished works, as well as for those that are published.

**Photocopying:** Only a single copy of a copyrighted article or a minor part of a work may be made unless written permission to do otherwise has been secured from the copyright holder by the person who makes the copy or requests copying service.

Almost everything copyrighted prior to 1906 is now in the public domain, and multiple copies may be made.

Most government documents are in the public domain; however, there are some exceptions. It is appropriate to check for a notice of copyright before making multiple copies of such material.

**Single Copying for Teachers:** A single copy may be made of the following by or for a teacher at his or her individual request for scholarly research or use in teaching or preparation to teach a class:

- a chapter from a book,
- an article from a periodical or newspaper,
- a short story, short essay or short poem, whether or not from a collective work, and/or
- a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

**Multiple Copies for Classroom Use:** Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussions provided that:

- The copying meets the tests of brevity, spontaneity, and cumulative effects, as defined in University Policy 10-04-01, (<http://www.cfo.pitt.edu/policies/policy/10/10-04-01.html>) *Copying Copyrighted Material*, and
- each copy includes a notice of copyright.

**Music Scores:** Copying for the purpose of performance is not permitted. However, copying is permitted in emergencies to replace University-owned copies that for any reason are not available for an imminent performance, providing purchased replacements shall be substituted in due course.

**Prohibitions:** Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether or not copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets, and answer sheets and similar consumable material.

Copying shall not:

- substitute for the purchase of books, publishers’ reprints, or periodicals;
- be directed by higher authority; or
- be repeated with respect to the same item by the same teacher from term to term, without prior permission from the copyright owner.

No charge shall be made to the student beyond the actual cost of the photocopying.

For additional information, refer to University Policy 10-04-01, (<http://www.cfo.pitt.edu/policies/policy/10/10-04-01.html>) *Copying Copyrighted Material*.

## **COPYRIGHT CLEARANCE CENTER**

The Copyright Clearance Office, a division of Copier Administration, located in the Book Center, 4000 Fifth Avenue, was established to relieve faculty and staff of the time-consuming task of obtaining copyright permissions to duplicate copyrighted materials. Materials requiring authorization for duplication which are submitted to campus copy centers by faculty and staff are forwarded to the Copyright Clearance Center where an online permission process is completed. Permissions can be secured instantaneously or may take up to three weeks depending on the publisher. The Copyright Clearance Center charges a preset, nominal search fee; however, royalty fees are determined at publishers’ discretion. (There is no direct charge to faculty and staff when Copyright Clearance services are used in conjunction with custom course materials

produced and sold at Copy Cat.) For more information contact the Copyright Clearance Center, telephone 412-624-1468.

## **UNIVERSITY POLICY ON COPYRIGHTS**

Except as specifically exempted by University policy, faculty, staff, and students are entitled to claim copyright ownership, including worldwide rights, of the following works authored by them: books, articles, educational coursework, similar works that are intended to disseminate the results of academic research or scholarly study, popular fiction or nonfiction works, poems, musical compositions, or other works of artistic imagination. The University has no proprietary interest in copyrightable materials produced by faculty, staff, or students under contract with entities external to the University (in which the faculty, staff, or students have no controlling majority interest), except as specifically exempted by policy.

Copyrightable works that have been produced by University faculty, staff, or students who have been specifically directed to produce those works in the course of their employment, or who produce those works under the supervision and control of the University are "works made for hire." The copyright interests in such works automatically vest in the University.

Where the University has an ownership interest in a work, the standard royalty sharing arrangement will be as follows:

1. Where the work is a "work for hire," there is generally no royalty-sharing arrangement unless there is a special agreement, in which case distribution of income will be made.
2. Where there is an agreement between the University and any non-University individual or entity, or a shared-royalty agreement regarding works created using University resources, distribution of income will be made according to the agreement.
3. Where there is no such agreement as referenced above, first income will reimburse University development funds (excluding grants, gifts, and sponsored agreements) and other expenses or fees related to the procurement, maintenance, or enforcement of the copyright or of licensing the work.

The balance of the proceeds from royalties or disposition will be distributed as follows:

4. 50% to the creator(s) or developer(s).
5. 25% to the department or school of the creator/developer for use in furthering the work of the creator/developer at his/her discretion with the approval of the department administrator; or for purposes at the discretion of the department administrator, if the creator/developer is no longer an active member of the faculty or staff, or a student at the University.
6. 25% to the University Copyright Development Fund, to provide for development of works that may be copyrightable, under direction of the Office of the Provost.

In the event that the employee entitled to compensation under this policy leaves the University, voluntarily or involuntarily, the employee will continue to receive payments, but will not be entitled directly or indirectly to continue to receive or transfer any other rights or benefits from the proceeds distributed to the department or school.

In the event of the death of an employee entitled to compensation under this policy, payments will continue to be paid to the employee's estate and subsequently to those who, by a court-approved distribution or order, are designated to receive such compensation or payments.



For more complete information, including such matters as other copyrightable materials and procedures for asserting copyright interest and copyright registration, refer to University Policy 11-02-02, (<http://www.cfo.pitt.edu/policies/documents/policy11-02-02.pdf>) *Copyrights*.

## **ENGLISH LANGUAGE FLUENCY**

Under the English Fluency in Higher Education Act, the University must annually file a statement with the Department of Education of the Commonwealth of Pennsylvania that certifies that specified individuals who teach are fluent in the English language. Academic centers or departments are responsible for evaluating their instructional faculty for English language fluency. The English comprehensibility of teaching assistants who are not native speakers of English is evaluated by the English Language Institute of the Department of Linguistics (School of Arts and Sciences), 2816 Cathedral of Learning, telephone 412-624-5901.

For additional information contact the academic center or department or refer to University Policy 02-02-16, (<http://www.cfo.pitt.edu/policies/policy/02/02-02-16.html>) *Certification of English Language Fluency for Teaching*.

## **COMMENCEMENT**

There is one University-wide Commencement held at the end of the spring term. All faculty members and faculty librarians are expected to participate in the processional in academic regalia. It is the responsibility of the faculty member to provide his or her academic robe and appropriate hood.

The Bradford, Greensburg, Johnstown and Titusville campuses hold separate commencements.

## **HONORS CONVOCATION**

Honors Convocation is celebrated annually to recognize faculty and students who have received awards of academic achievement and distinction. The University-wide ceremony is held during the spring term. All faculty members and faculty librarians are invited to participate in the processional in academic regalia.

## **FRESHMAN CONVOCATION**

Prior to classes starting in the fall term, Freshman Convocation occurs. Incoming freshmen and their families attend the ceremony. Faculty members and faculty librarians are invited to participate in the processional and to be present in welcoming new students and their families to the University.

## **DIVISION OF STUDENT AFFAIRS**

The Division of Student Affairs (<http://www.studentaffairs.pitt.edu/>) augments and complements the academic and services mission of the University. Its primary purpose is to provide a safe and enriching co-curricular environment that enhances student learning and promotes student development. This Division assists students in the transition to campus life, promotes their personal development during their matriculation and aids students in overcoming emotional, physical, and learning impediments. Finally, the Division supports students by helping them to solidify their career goals and make the transition into the working environment.

## **STUDENTS WITH DISABILITIES**

The University of Pittsburgh is committed to provide reasonable accommodations to students with documented disabilities. Faculty are encouraged to notify students with disabilities of their right to accommodations and the resources available through Disability Resources and Services (<http://www.studentaffairs.pitt.edu/drswelcome>). Disability Resources and Services is available as a resource to assist faculty in determining reasonable accommodations.



## **IV. RESEARCH ADMINISTRATION**

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### **RIGHTS, ROLES, AND RESPONSIBILITIES OF RESEARCH INVESTIGATORS**

Free and open inquiry and unhindered circulation of ideas are fundamental aspects of academic work. The University supports externally-sponsored research to expand and disseminate knowledge. Grants and contracts are formally awarded to the University with the investigators implementing the research program. The investigators are also responsible for the academic integrity of such projects and, in collaboration with the University, their management. Conflict may arise between the University (through its agents -- department chairs, deans, or other administrators) and the individual researcher and among individual researchers. These guidelines are designed to define rights and responsibilities of faculty investigators, to protect academic freedom, and to help resolve conflicts with colleagues and administrative supervisors.

For additional information, refer to University Policy 11-01-02, (<http://www.cfo.pitt.edu/policies/policy/11/11-01-02.html>) *Rights, Roles, and Responsibilities of Sponsored Research Investigators*.

### **RESEARCH INTEGRITY**

The nature of the University requires that all members of its community adhere strictly to the highest standards of integrity with regard to research, instruction, and evaluation. In addition, federal regulations impose strict policies and procedures upon the University for dealing with possible research misconduct. The Research Integrity Policy for the University defines individual responsibilities in the conduct of research; activities that are characterized as misconduct in proposing, conducting, or reporting research; and procedures for dealing fairly and promptly with allegations of misconduct in research.

“Research misconduct” is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results (from the Federal Policy on Research Misconduct, Office of Science and Technology Policy [OSTP], December 6, 2000). Other unethical or sloppy research practices are often referred to as “research misbehavior.” The University of Pittsburgh applies this definition to teaching activities and to the presentation of credentials as well.

Members of the University's research community have the obligation to report suspected misconduct in research, preferably in writing, to the appropriate dean.

For additional information, refer to University Policy 11-01-01, (<http://www.cfo.pitt.edu/policies/policy/11/11-01-01.html>) *Research Integrity*.

## **OFFICE OF RESEARCH INTEGRITY**

The Office of Research Integrity is available to faculty, staff, and students to answer questions about the application or interpretation of research integrity standards. It also advises academic units in the planning of periodic educational sessions to alert their faculty, graduate students, and other researchers to research integrity issues. The Office of Research Integrity is responsible for coordinating and overseeing the conduct of inquiries and investigations by peer faculty groups into allegations of research misconduct and for maintaining liaison on these matters with outside agencies that sponsor research. To consult with the Research Integrity Officer or to request copies of the Research Integrity Policy (University Policy 11-01-01) or the Guidelines for Ethical Practice in Research

(<http://www.provost.pitt.edu/documents/GUIDELINES%20FOR%20ETHICAL%20PRACTICES%20IN%20RESEARCH-FINALrevised2-March%202011.pdf>), telephone 412-624-3007.

## **RESEARCH AND OTHER SPONSORED PROJECTS PROPOSALS**

Proposals requesting support from outside agencies for research and other sponsored projects must be reviewed by various University offices. No proposal may be submitted without University review and signature of the department chair, the dean or campus president, and the Office of Research. In addition, no proposal will be authorized by the University unless a current, signed copy of Part I of the Conflict of Interest Disclosure Form, (Form 0191), is on file with the Office of Research. See the section on Conflicts of Interest in this section.

The Grants and Contract staff of the Office of Research can provide the information required to develop proposal budgets that conform to requirements set by the University and by various sponsoring agencies. Budgets and supporting details within each proposal must be reviewed and the required Sponsored Project Proposal Submission (Form 0136) completed and approved by this office prior to obtaining the signature of the authorized official. Administrative matters regarding sponsored projects, fiscal negotiations, related correspondence, and awards are to be directed to the appropriate Grants and Contract Officers who are each assigned a specific University constituency. A constituency list may be obtained by contacting the Office of Research, telephone 412-624-7400. Questions relating to the expenditure of grant and contract funds, accounting procedures, or University fiscal regulations should be referred to Research/Cost Accounting, telephone 412-624-6040.

## **PROTECTION OF HUMAN SUBJECTS IN RESEARCH**

The University of Pittsburgh holds its faculty to the highest standards for respecting the rights and welfare of persons involved as subjects of research. This includes the responsibility of faculty to supervise their students' research. The Office of the Senior Vice Chancellor for Health Sciences administers and enforces University-wide procedures for protecting human research subjects. At the core of these procedures is the Institutional Review Board (IRB) charged with reviewing research involving human subjects. No student or faculty research involving human subjects may proceed until it has been approved by the IRB or favorably screened by the IRB for exemption from such review. A detailed explanation of these University policies may be obtained from the University IRB Office (<http://www.irb.pitt.edu/>) Website.

## **LABORATORY ANIMALS IN BIOMEDICAL RESEARCH OR TEACHING**

The privilege of using laboratory animals as models in biomedical research is regulated by federal legislation and is monitored by the Institutional Animal Care and Use Committee (IACUC). Written approval must be obtained from the IACUC prior to the initiation of any research or teaching project that employs the use of animals. All submissions to granting agencies must be accompanied by a protocol approval from the committee. The *Handbook for the Use of Animals in Research, Testing, and Teaching at the University of Pittsburgh* describes policies and procedures. For further information, visit the IACCU (<http://www.iacuc.pitt.edu/>) Website.

## **CONFLICTS OF INTEREST**

### **Conflict of Interest – Research/Teaching**

The University has implemented a Conflict of Interest Policy and procedures to prevent and resolve potential, apparent or actual conflicts of interest. This policy provides examples of situations that should be viewed as potential or actual conflicts of interest, as well as definitions and procedures for disclosure and resolution of actual, potential, or apparent conflicts of interest.

The policy relies on the following general principles: the presumption that not all conflicting interests are necessarily impermissible; the requirement of regular, timely, and complete disclosures of outside relationships and organizational commitments; case by case analysis; accountability at all levels of review -- up to and including the Chancellor; assurance of confidentiality; and yearly review and analysis of success of approach and of conflicts resolved.

#### **Definition of Conflict of Interest**

A potential or actual conflict of interest exists when commitments and obligations to the University or to widely-recognized professional norms are likely to be compromised by a person's other interests or commitments, especially economic, particularly if those interests or commitments are not disclosed.

#### **Policy Requirements**

1. Faculty members, administrators, and researchers are required to make regular (at least annually), timely, and full confidential disclosures to their superiors of all outside remunerative activities related to their teaching, research, or administrative responsibilities. They must also disclose equities and positions of members of their immediate family (see the complete policy for definitions of terms) which could create a conflict or the perception of a conflict of interest between their academic obligations and their outside interests.
2. The Conflict of Interest Policy also imposes the obligation on department chairs and other supervisory administrators -- themselves subject to the policy and its disclosure requirements -- to not encourage or condone impermissible conflicts in their faculty, administrators, or researchers.
3. Non-compliance with the requirements or provisions of this policy may be sanctioned in the same way as non-compliance with any other University policy, including removal from the particular project, letter of reprimand, special monitoring of future work,

probation, suspension, salary reduction, or initiation of steps leading to possible rank reduction or termination of employment.

The full Conflict of Interest Policy may be obtained by referencing University Policy 11-01-03, (<http://www.cfo.pitt.edu/policies/policy/11/11-01-03.html>) *Conflict of Interest-Research/Teaching*.

## **Conflict of Interest – Consultants**

Consultants retained by the University of Pittsburgh are required to make regular, timely, and full confidential disclosures to their program director of all significant outside interests and activities related to their consulting or research responsibilities that may give rise to conflicts of interests. Typical potential conflict of interest situations are illustrated on the Conflict of Interest Statement for Consultants. The Consultant Conflict of Interest Policy imposes the obligation on program directors, unit heads, and other supervisory administrators—themselves subject to the policy and its disclosure requirements—to not encourage or condone impermissible conflicts in their consultants.

Noncompliance with the requirements or provisions of this policy may be sanctioned in the same way as noncompliance with any other University policy, including removal from the particular project, letter of reprimand, probation, suspension, or initiation of steps leading to termination of employment or contractual relationships.

For the complete policy, refer to University Policy 11-01-04, (<http://www.cfo.pitt.edu/policies/policy/11/11-01-04.html>) *Consultant Conflict of Interest*.

## **Conflict of Interest – Employees**

University Policy 07-05-03, (<http://www.cfo.pitt.edu/policies/policy/07/07-05-03.html>) *Conflict of Interest for University of Pittsburgh Employees* is applicable to all University employees.

Below are some of the provisions of this policy.

### **Withdrawal from Decisions**

Employees shall not exercise University decision-making authority or exert influence concerning any organization or transaction in which they or a family member have a personal interest.

### **Misuse of Information**

No employee of the University shall, for personal gain or for the gain of others, use any information not available to the public that was obtained as a result of service to the University. No employee shall personally exploit any business opportunity in which the employee knows or reasonably should know the University is or would be interested, unless the University first consents thereto in writing.

### **Gifts and Favors**

No employee shall solicit or accept for personal use, or for the use of others, any gift, favor, loan, gratuity, reward, promise of future employment or any other thing of monetary value that might influence or appear to influence the judgment or conduct of the employee *vis-a-vis* University business. Employees may accept occasional unsolicited courtesy gifts or favors (such as business lunches, tickets to baseball games or Christmas baskets) provided that the gifts or favors have a market value under \$200, are customary in the industry, and will not influence or appear

to influence the judgment or conduct of the employee *vis-a-vis* University business. An employee may be exempted from the restrictions in this paragraph by his/her supervisor as to a specified gift or favor. The exemption shall be in writing with a statement of the basis therefore. Individual administrative units within the University may impose further restrictions on gifts or favors for employees within the unit.

### **Reporting Suspected Violations**

An allegation of violations of this policy and the basis for the allegation shall be communicated, confidentially and preferably (but not necessarily) in writing, to an administrator in the supervisory line of the alleged violator or, if that would be problematic, to the Internal Audit Department or the Office of General Counsel. Measures shall be taken to ensure that no adverse action is taken, either directly or indirectly, against a complainant who makes allegations in good faith.

For additional information, refer to University Policy 07-05-03, (<http://www.cfo.pitt.edu/policies/policy/07/07-05-03.html>) *Conflict of Interest for University of Pittsburgh Employees*, and University Policy 05-02-02, (<http://www.cfo.pitt.edu/policies/policy/05/05-02-02.html>) *Conflict of Interest and Procurement Relationships*.

### **Patent Rights and Technology Transfer**

Research is recognized as an integral part of the educational process to generate new knowledge, encourage the spirit of inquiry, and develop scientists, engineers, and other scholars. As a result of such research, new discoveries and inventions may be made by staff, faculty members, and students of the University, which could have material commercial value and which could contribute significantly to scientific, technological, social, and cultural progress. In the best interests of the public, the inventor, the University and, under certain circumstances, the government, these accomplishments should be patented. Specifically, new discoveries and inventions should be patented for any of the following reasons:

- to encourage invention and ensure adequate rewards for the inventor;
- to fulfill the terms of the research grant or contract;
- to ensure protection and control in the public interest;
- to generate income to the University for education and research; and
- to provide the commercial and scientific advantages resulting from the development of useful articles, compositions of matter, machines, and processes.

The faculty members, staff, and students of the University are encouraged to evaluate the results of their research activities in terms of potential commercial value, the public interest, and the regional and national economy. Research programs culminating in potentially patentable discoveries and inventions may require further activity to provide protection and control in the public interest or to realize the commercial potential of the discovery or invention.

Certain discoveries and inventions resulting from University research may not be patentable but may have material commercial value or potential as revenue producers. These accomplishments are subject to the same University policies as any patentable invention and will be considered by the Office of Technology Management and, if required, by the University Technology Transfer Committee on an individual basis.

The University of Pittsburgh has a responsibility to contribute to the regional and national economy. Research and research accomplishments are among the areas in which this University can make a substantial contribution. New industries are created by new technologies that often emerge from new research. New and beneficial means must be found to relate the University's education and research to the research activities of corporate enterprise. Scientists and entrepreneurs must be brought together in a relationship of mutual advantage.

For additional information, such as procedures for applying for a patent and information on license or sale, refer to University Policy 11-02-01, (<http://www.cfo.pitt.edu/policies/policy/11/11-02-01.html>) *Patent Rights and Technology Transfer*. Questions about the Patent Policy and Procedures should be posed to the Office of Technology Management, (<http://tech-link.tt.pitt.edu/>) telephone 412-648-2206.

## **Office of Research**

The Office of Research, (<http://www.pitt.edu/~offres/>) a central staff office located at 350 Thackeray Hall and reporting to the Vice Provost for Research, is charged with administrative responsibility for all University research and related activities involving extramural sponsorship. In fulfilling its duties, the Office of Research serves as an advocate for research and sponsored programs and as a facilitator in the research environment. The functional areas supported by Office of Research staff include information services, project and proposal development assistance, and grants and contracts administration for pre-award and selected post-award tasks. All proposals submitted by University personnel must be transmitted to and reviewed by the Office of Research to assure adherence to internal and external policies and procedures. The Director of the Office of Research serves as the designated administrator for research grants and contracts.

For additional information on openness in research, funding information services, project and proposal support, and grants and contracts services, visit the Office of Research (<http://www.pitt.edu/~offres/>) Website; to contact the grants and contracts staff member assigned to your constituency, telephone 412-624-7400.

## **Research Conduct and Compliance Office**

The Research Conduct and Compliance Office (<http://www.rcco.pitt.edu/>) of the University of Pittsburgh oversees and facilitates the conduct of ethical and regulation-compliant human and animal subject research through an integrated system of research review, audit and educational programs established in a manner that maximizes institutional effectiveness.

## **RESEARCH DEVELOPMENT**

The University provides support for research to the units engaged in externally-sponsored programs in order to further its national competitiveness, to facilitate new initiatives, or to change or expand existing research. Institutional research support consists of the Small Grants Program, the Competitive Medical Research Fund, and the research allocations that are keyed to the indirect costs recovered in the preceding year.

### **Research Allocations**

The Research Allocations Policy, effective October 26, 1993, applies to all schools and centers of the University except those within the School of Medicine's purview.



The formula for the research allocation fund uses the indirect costs recovered (at the audited rates) as a base. The reallocation is as follows:

- 10% directly to the principal investigator(s);
- 5% to the department;
- 1% to the Office of Research;
- 9% to the Provost's Office in support of the Small Grants Program and other discretionary research development initiatives.

The policy also designates 25% to be returned to the dean or director of the school or center; however, this amount is not fully funded at the present time.

The distribution of central research support is administered by the Vice Provost for Research. Refer to University Policy 11-01-06, <http://www.cfo.pitt.edu/policies/policy/11/11-01-06.html>) *Research Allocations*. Copies of the policy may also be obtained from the Office of Research, (<http://www.pitt.edu/~offres/>) telephone 412-624-7400, or the deans' offices.

## **Small Grants Program**

The Small Grants Program of the Central Research Development Fund (CRDF) is administered by the Vice Provost for Research and annually offers competitive seed funding for faculty. The primary goal of the Small Grants Program is to open opportunities, especially for junior faculty, to engage in high-quality research, scholarship, and creative endeavors. The program is intended to provide funding support that cannot be obtained from other sources, including the faculty member's department and school. Full-time faculty and part-time, tenure-stream faculty at the Pittsburgh and regional campuses are eligible to apply. CRDF proposals are reviewed by subcommittees of the University Research Council. For additional information on the program or to request an application kit, go to <http://www.pitt.edu/~offres/funding/crdf.html>.

## **Competitive Medical Research Fund**

The Office of Research, Health Sciences (OORHS) administers the Competitive Medical Research Fund (CMRF), an intramural, peer-reviewed funding program that awards grants to faculty in the six schools of the health sciences in several categories:

- **New Investigator:** The aim of the new investigator awards is to provide funds for relatively junior, independent scientists to develop preliminary data and refine procedures and hypotheses that will enable submission of highly competitive applications to national funding sources.
- **Bridge Funding:** The purpose of bridge funding is to provide support for investigators who have experienced lapses in funding; i.e., to provide funds to investigators who have applied for renewals of previously-awarded grants, but whose renewal applications, while receiving highly favorable reviews, were not funded. These CMRF funds are intended to allow investigators to address the concerns expressed through peer review.
- **Collaborative Research application:** The intent of collaborative research awards is to fund interdisciplinary, translational research that represents a true collaboration between a clinical scientist and a basic research scientist. The application must demonstrate how the combined efforts in basic and clinical research will result in a collaborative, multi-disciplinary project that will facilitate the translation of a research project from the

laboratory to the clinic. This translation need not necessarily be an immediate consequence of the research performed with CMRF support; if this translation will not be imminent, one goal of the research should be to identify the additional gaps of knowledge that must be closed before such a transition could be made.

CMRF grants are awarded on a competitive basis. A review committee, composed of scientists from within the University of Pittsburgh, UPMC, and the local Veterans Administration medical science community, has responsibility for reviewing each application, for providing written critiques of each application, and for making recommendations for awards to OORHS and to the UPMC Board of Directors.

For additional information about CMRF, including application instructions, visit the Office of Research, Health Sciences' Website at <http://www.oorhs.pitt.edu/>.

## **Office of Technology Management**

The University of Pittsburgh's Office of Technology Management (<http://tech-link.tt.pitt.edu/>) encourages and facilitates invention and innovation leading to the commercialization of technologies to benefit society, to contribute to regional economic development, and to generate alternative sources of income for the University. The Office serves faculty in obtaining patent or copyright protection and commercial development for discoveries, inventions, and written works. Assistance is provided to faculty, staff and students at the point where their research results are translated into invention disclosures and patents. Market research, competitive analysis, and patentability analysis is performed to provide the basis for patenting or copyrighting, and to determine the appropriate commercialization path for each invention or technology. In the case of licensing, the Office of Technology Management identifies potential commercial partners and negotiates licensing and sponsored research agreements. In the case of start-up companies, the Office assists in the development of business plans, identifies financing sources, and develops partnerships with potential commercial organizations. The Office maintains an active network of partner companies, financial investors, and service providers. The income generated from technology transfer agreements is distributed among faculty, their departments, and the University, as provided in the University Patent Rights and Technology Transfer Policy on Copyrights Policy.

The Office is located at 200 Gardner Steel Conference Center and may be accessed by telephone 412-648-2206; fax 412-648-8525; or Website at <http://tech-link.tt.pitt.edu/>.

## **Commercialization of Inventions Through Independent Companies**

The policy on commercialization of inventions through independent companies is assumed in the University Conflict of Interest and Research Policy.

For the complete policy, refer to University Policy 11-02-03, (<http://www.cfo.pitt.edu/policies/policy/11/11-01-03.html>) *Conflict of Interest Policy for Faculty, Scholars, Researchers, Research Staff/Coordinators*; and University Policy 11-02-01 (<http://www.cfo.pitt.edu/policies/policy/11/11-02-01.html>), *Patent Rights and Technology Transfer*.



## V. FACULTY COMPENSATION AND BENEFITS

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### COMPENSATION

#### Paychecks

Faculty are paid monthly and the paycheck/direct deposit statements are delivered through the departmental offices on the last working day of each month and cannot be issued prior to the normal pay date. Paychecks are subject to the deductions authorized by the individual and required by law. Presently, the University is required by law to deduct Federal Income Tax, Social Security Tax, Pennsylvania State Personal Income Tax, Pennsylvania State Unemployment Tax, City of Pittsburgh Earned Income Tax, City of Pittsburgh School Tax, local earned income tax for any municipalities where University facilities are located, City of Philadelphia Wage Tax and Occupational Privilege Tax.

University employees living in suburban communities must file a Pittsburgh local tax exemption certificate (Form WTEX) or other municipality tax exemption certificate that may be obtained from the Pittsburgh Campus Payroll Department. The filing of this form with the Payroll Department will suppress the withholding of the City of Pittsburgh Earned Income Tax from non-city residents. In such cases, the payment of the local tax is the responsibility of the employee.

Employees may elect to have their paychecks deposited on the scheduled payday by the University directly to their account in an approved banking institution. The banking institution in which the account is maintained must be a member of the Tri-State Automatic Clearing House Association (TRISACH) or the Third District Funds Association (DACH). Deposits can be made in one banking institution only and in one account in the banking institution. Partial deposits will not be permitted; that is, the total net pay must be deposited. To participate, the employee must complete the proper authorization agreement, which is available in the Payroll Department. Participating employees will receive a Statement of Deposit in lieu of a paycheck. The pay stub, listing withholdings and deductions, will be attached to the Statement of Deposit.

To obtain more information about Direct Paycheck Deposit, contact the Payroll Department, located in 207P Craig Hall, telephone 412-624-8081.

#### Overload Pay

It is University policy to assign work on an overload basis only in the most pressing circumstances. If the work is necessary, the allowable overload payment in an academic year may not, under any circumstances, exceed 25 percent of the contract salary. Summer earnings are not considered part of the contract salary and, therefore, a faculty member may not receive overload payment on these earnings.

For additional information, refer to University Policy 02-06-02, (<http://www.cfo.pitt.edu/policies/policy/02/02-06-02.html>) *Payroll Base Period and Overload Pay*.

## Salary Increases

Annual faculty salary increases are determined through procedures outlined in University Policy 07-09-01, *Salary Increase*. The size of the total pool of funds for salary increases is determined as part of the annual operating budget by the Chancellor, with the active participation of the University Planning and Budgeting Committee (UPBC), and subject to approval by the Board of Trustees.

The total pool for salary increases has the following four components: (1) maintenance of real salary, (2) merit increases, (3) equity adjustments, and (4) market adjustments. The portion of the total pool devoted to each of the four components is determined by the Chancellor, with the active participation of the UPBC, in response to needs for each purpose identified through the planning and budgeting system.

For additional information, refer to University Policy 07-09-01, (<http://www.cfo.pitt.edu/policies/policy/07/07-09-01.html>) *Salary Increase*.

## FRINGE BENEFITS

### Introduction

The University, with the aid of University Senate committees, task forces, and working groups, endeavors to provide a comprehensive program of benefits and services to meet the needs of the faculty. This overview is intended only as a summary of the benefits available. Full details of each benefit are available in booklets and other documents issued by the University or its insurance carriers.

Medical, dental, and vision coverage are available to both employees and eligible family members. The University of Pittsburgh also provides financial protection for an employee's family in the event of an employee's death with University-paid basic life insurance and accidental death and dismemberment (AD&D) coverage. Salary continuance and University-paid long-term disability (LTD) coverage provide income protection when it is needed. Additional protection may be purchased through the offering of optional life insurance and AD&D coverage, as well as spouse and dependent life insurance coverage.

Long-Term Care insurance is also an option available to employees and eligible family members. This type of financial protection covers the cost of receiving care at home or in a facility when someone needs assistance with his or her activities of daily living due to an accident, illness, or advancing age.

Four different flexible spending accounts allow employees to reduce their taxable income. Monies may be placed into pre-tax accounts for health care, dependent day care, parking, and mass transportation.

The University's retirement planning programs provide employees with the opportunity to choose between two plans, the Contributory Pension Plan or the Noncontributory Defined Benefit Pension Plan.

For further information on the benefits outlined in this section, please visit the Benefits Department of the Office of Human Resources, 200 Craig Hall, call 412- 624-8160, or access the Human Resources Web site at [www.hr.pitt.edu](http://www.hr.pitt.edu).

## Participation Guidelines

Orientation and enrollment sessions for all new hires are conducted by the Office of Human Resources. In addition, workshops are offered periodically by the Benefits Department for specific benefits. A personal appointment to discuss benefit entitlement, eligibility, and other related matters may also be arranged through the Benefits Department.

Each plan year, employees will have an opportunity to enroll in or change benefit options. However, federal regulations impose restrictions on enrollment and limitations on making subsequent changes. These opportunities and restrictions are explained in the materials available from the Benefits Department. Employee rights and obligations and those of the University are governed by the terms of each benefit plan and, in some cases, by contracts with insurance companies. The plans are based on--and regulated by--current federal and state laws. Any changes that occur within the law or regulations may have an impact that would require modification of the plans. Benefits may be modified from time to time by the University at its discretion or as required by applicable law, and the University reserves the right to terminate or modify the benefits as may be necessary or appropriate.

## Family Status Changes

Many of the University benefits are governed by the Internal Revenue Code. As a result, certain rules govern when employees may change their benefit elections throughout the year. Generally, a change in family status or life event must occur. Examples include marriage or divorce, birth of a child, and/or a significant change in spousal coverage. Employees must notify the Benefits Department within 60 days of the life event; otherwise, the only opportunity they will have to make a change in coverage is during the annual open enrollment period.

In addition, benefits are provided under statutory or non-optional programs. These include Social Security, with the cost shared by the employees and the University, and Workers' Compensation and Unemployment Compensation, which is provided at no cost to employees.

## Eligibility

Full-time faculty, full-time faculty librarians, and full-time research associates are eligible for the insurance and retirement benefits described in this section of the *Handbook*, subject to the specific stated criteria for each program.

Part-time tenured or tenure-stream faculty and part-time faculty librarians with the expectation of continuing employment are eligible to participate in certain components of the benefits program, provided that they are employed for no less than half-time. Participation in the medical, dental, and vision coverage as well as dependent life insurance, flexible spending accounts, and the contributory and noncontributory defined benefit pension plans, is the same as for those with a full-time appointment. Certain benefits are calculated on base salary including life insurance, accidental death & dismemberment insurance (AD&D), long-term disability (LTD) coverage, and the contributory and the noncontributory defined benefit pension plans.

Part-time, non-tenure-stream faculty, part-time research associates, and part-time faculty librarians are eligible to participate in certain medical, dental, and vision coverage, provided that their salaries are sufficient, after all other deductions, to cover their share of the cost. Personal tax deferral opportunities without University matching contributions may also be available. Individuals in this category are also covered by the noncontributory defined benefit pension plan

and automatically accrue a benefit, provided that hours of service and years of service requirements are fulfilled.

Statutory programs, including Social Security, Workers' Compensation, and Unemployment Compensation are extended to all eligible employees.

## **Benefits**

### **Medical**

Several medical plan options are available. The University currently offers a Health Maintenance Organization (HMO) plan, as well as several Preferred Provider Organization (PPO) plans. For each plan, the level of benefits will vary depending upon the network of providers selected. Medical coverage may be waived by certifying that the employee has comparable medical coverage through another source.

### **Dental Coverage**

The University offers coverage through a dental health maintenance organization (DHMO) or two options under a fee-for-service plan.

### **Vision Coverage**

Vision coverage includes annual benefits for lenses, frames, and an eye examination.

### **Group Term Life Insurance**

*Basic:* University-paid group term life insurance is equal to one times the annual salary rounded to the next higher \$1,000, and capped at the plan's maximum of \$50,000, but not less than \$10,000.

*Optional:* Subject to certain proof of insurability requirements, employees may purchase optional life insurance in amounts up to six times the annualized salary, rounded to the next higher \$1,000, up to the plan's maximum. Employees pay the full cost of optional life insurance according to an age-graded rate schedule.

### **Group Term Accidental Death and Dismemberment Insurance (AD&D)**

*Basic:* University-paid group term AD&D insurance is equal to one times the annual salary, rounded to the next higher \$1,000, and capped at the plan maximum of \$50,000, but not less than \$10,000.

*Optional:* Optional AD&D insurance may be purchased in amounts of up to six times the annualized salary, rounded to the next higher \$1,000, up to the plan's maximum. Employees are responsible for the full cost of optional AD&D insurance. The premium is a fixed rate for each \$1,000 of coverage. It is not age-graded.

### **Long-Term Care Insurance**

The University offers long-term care insurance, which provides financial protection against the cost of receiving care at home or in a facility when someone needs assistance with activities of daily living due to an accident, illness, or advancing age. All full-time faculty and part-time tenured and tenure-stream faculty with at least 50% effort are eligible for coverage and, as new hires, may enroll within 60 days without having to submit evidence of insurability; non-tenured, part-time faculty must complete a medical questionnaire. After 60 days, completion of a medical

questionnaire is required of full- time applicants. Four plan options offer different levels of coverage and rates to meet individual needs. Employees are responsible for the full premium costs.

### **Optional Dependent Group Term Life Insurance**

Employees may elect to purchase group term life insurance to cover eligible dependents. Eligible dependents include spouse and unmarried children under age 19, and unmarried children between the ages of 19 and 25 if they are enrolled as full-time students. Employees are responsible for the full premium costs.

### **Flexible Spending Accounts**

The University offers several different flexible spending accounts to help meet employees' needs. These accounts are designed to reimburse employees for specified expenses. Employees designate an amount of salary reduction contribution for the plan year on a pre-tax basis. This has the effect of reducing their taxable income.

**It is critical to consider current tax regulations for flexible spending accounts and to plan accordingly.**

*Health Care Spending Accounts:* allow participants to be reimbursed for a wide variety of health-related expenses not covered by medical, dental, or vision insurance. In general, these expenses include any item allowable as a medical deduction on a Federal Income Tax return. Deductibles, co-payments, and amounts in excess of plan allowances or maximums may also be claimed. However, the same expenses cannot be claimed as a medical deduction on one's Federal Income Tax return. Health care expenses may be reimbursed through the submission of a paper claim to a third-party administrator or through the use of a debit card, known commonly as the "Benny Card."

*Dependent Care Spending Accounts* permit reimbursement for allowable day care expenses incurred for the care of eligible dependents, to enable the employee to work outside the home. Generally, reimbursable dependent care expenses include charges for day care centers and some aspects of nursery schools, or charges for individuals (other than dependents or spouse), who provide care for dependent(s) in or outside of the home.

*Parking Reimbursement Account:* Employees may submit eligible expenses incurred for work-related parking. This includes parking in a non-University lot that is located near their work. University lease costs taken out on a pre-tax basis do not qualify.

*Mass Transportation Account:* Expenses for qualified vanpools not operated by the University and other mass transit expenses for commuting to and from work are eligible for reimbursement from this account.

### **Disability Benefits**

The Long-Term Disability (LTD) Benefit Program provides partial income replacement, continuation of Contributory Pension Program contributions, and continuation of certain University benefits in the event that an eligible faculty member becomes disabled. At no cost to the employee, coverage becomes effective the first of the month following a waiting period of eligible employment. An earlier effective date may be established if a faculty member was covered by a comparable plan through a preceding employer that meets the requirements of the Certificate of Previous Coverage. Long-term disability may not necessarily mean a total and

permanent disability. During the period of disability, the insured must be under the regular care of a legally qualified physician.

In general, faculty members receive full salary during the official LTD “elimination period,” and insurance and retirement benefits through the University continue without alteration. No further action is required.

If a claim is approved, long-term disability benefits begin on the first of the month following six months of total disability in an eight-month period. Long-term disability benefits will be reduced by disability benefits received from Social Security, Workers' Compensation, and any other disability benefits payable under any plan for which contributions or payroll deductions are made by the University. Benefits continue to be paid consistent with a benefits duration schedule, which is monitored on an ongoing basis to comply with age discrimination regulations. If a faculty member exhausts his/her available disability benefits and meets the age and service criteria for official University of Pittsburgh retirement status, he or she is entitled to the same benefits, programs, and services as are ordinarily provided when official retirement status is granted.

## **The Retirement Program**

The University of Pittsburgh Retirement Program, established under the Internal Revenue Code, allows employees to elect from two pension plan options: a Contributory Pension Plan (TIAA-CREF/Vanguard) and a Noncontributory Defined Benefit Pension Plan. After the initial enrollment election, employees may terminate participation in the Noncontributory Defined Benefit Pension Plan and become participants in the Contributory Pension Plan if they meet the eligibility requirements. Employees may change plans only once during their careers at the University of Pittsburgh.

### **Noncontributory Defined Benefit Pension Plan**

The retirement benefit under this plan is determined by a set formula which takes into account salary and years of participation in the plan and age at retirement. The Noncontributory Defined Benefit Pension Plan is funded totally by University contributions. The plan does **not** require employee contributions.

Benefits may be available on the month following the last day of work if the age, service, and vesting requirements are fulfilled and the employee did not enroll in one of the contributory tax-deferred plans. Under this plan, separation from employment at 65 years of age is considered normal retirement. Early retirement, at a reduced benefit, is permitted on or after age 55, with at least 10 years of service.

### **Contributory Pension Plan**

Full-time faculty, librarians, and research associates, as well as part-time tenured or tenure-stream faculty and part-time faculty librarians with the expectation of continuing employment, may make an elective tax deferred retirement contribution and receive a University matching contribution. Within the limits permitted by tax regulations, supplemental contributions without a match may also be made.

Employees who are not eligible for a University matching contribution may make personal elective tax deferred contributions, known as supplemental contributions, within the limits permitted by tax regulations.

Booklets and other documents issued by TIAA/CREF and The Vanguard Group explain in detail the investment, annuity, and benefits provisions of the Contributory Pension Plan. To speak with a counselor regarding specific investment or distribution options, employees may reach either vendor as follows:

TIAA/CREF ([www.tiaa-cref.org](http://www.tiaa-cref.org)): 1-800-842-2776

The Vanguard Group ([www.vanguard.com](http://www.vanguard.com)): 1-800-523-1188

When a faculty member separates from University employment, regardless of age or official University retirement status, he or she may allow the retirement accounts to stand in full or in part until a future time and continue to make deposits to the accounts, or to access all or part of the accounts through a variety of cash and/or annuity options. If a faculty member's participation is fully vested, the funds, including all matching contributions made by the University, remain in the account. If a faculty member's participation is subject to delayed vesting and University employment is ended prior to the vesting of the University's contributions, only the faculty member's portion of the funds remains in the account(s) with the carrier(s).

Information pertaining to participation in these plans is available from the Benefits Department of the Office of Human Resources.

## **Annual Medical Evaluation**

All full-time faculty members, athletic coaches, and faculty librarians are eligible for a supplemental benefit to the Medical Option Coverage chosen. An amount not to exceed \$40 will be paid toward the cost of a medical evaluation, once within any 12-month period. This is intended to offset costs that may not be covered by the Health Care Plan. The bill must be submitted by the employee to: Benefits Department, 200 Craig Hall, Attn: Annual Medical Evaluation Program. An authorization will be made for payment directly to the physician or clinic. Payment is made via the University financial system. Processing takes several weeks.

For further information on the benefits outlined in this section, please visit the Benefits Department of the Office of Human Resources, 200 Craig Hall, call 412- 624-8160, or access the Human Resources Web site at [www.hr.pitt.edu](http://www.hr.pitt.edu).

## **Educational Benefits**

For the full University policies on faculty educational benefits, refer to University Policies 02-07-01, (<http://www.cfo.pitt.edu/policies/policy/02/02-07-01.html>)

*Employee/Spouse/Dependent Scholarships for Faculty*; 02-07-02,

(<http://www.cfo.pitt.edu/policies/policy/02/02-07-02.html>) *Effect of Separation on Eligibility for Faculty Scholarship Benefits*; and 09-03-01,

(<http://www.cfo.pitt.edu/policies/policy/09/09-03-01.html>) *Tuition Exchange Scholarship Program*. Educational benefits are administered through the Office of Faculty Records. For

additional information, please call 412-624-4232 or visit the Office in G-39 Cathedral of Learning.

## **Faculty Members**

Full-time faculty members, faculty librarians, and research associates are eligible to receive a significant tuition scholarship toward the first six credits taken each term at the University of Pittsburgh. Chaplains and ROTC faculty who serve full time on campus are

also eligible. Graduate scholarships may be subject to Federal Income Tax and FICA Tax withholdings. All other fees and charges are the student's responsibility. The individual must pay the full tuition for any credits in excess of six. The Summer Term or any of the Summer Sessions will be treated as one entity for tuition scholarship purposes. The individual is eligible to take six credits in a combination of these. Contact the Office of Faculty Records, telephone 412-624-4232, for the current tuition rates.

Part-time faculty in the tenure stream or tenured, and part-time faculty librarians who have been granted expectation of continuing employment and who are no less than half time, are eligible to receive a proportionate tuition scholarship.

Faculty who are on approved long-term disability or who are retired are entitled to the same scholarship benefits as current faculty.

### **Faculty Spouses**

Spouses, widows, and widowers of full-time faculty members, faculty librarians, and research associates, and spouses, widows, and widowers of retired, disabled, or deceased faculty members, faculty librarians, and research associates who were full time, are eligible for a significant tuition scholarship toward six credits per term provided they are degree candidates. Spouses of ROTC faculty who serve full time on campus are also eligible. Graduate scholarships issued to spouses of faculty are subject to Federal Income Tax and FICA Tax withholdings. All other fees and charges are the student's responsibility. The individual must pay the full tuition for any credits in excess of six. The Summer Term or any of the Summer Sessions will be treated as one entity for tuition scholarship purposes. The individual is eligible to take six credits in a combination of these. Contact the Office of Faculty Records, telephone 412-624-4232, for the current tuition rates.

### **Faculty Children Attending Pitt**

Dependent children of full-time faculty, faculty librarians, ROTC faculty, and research associates are eligible for scholarships covering full undergraduate tuition at any school at the University of Pittsburgh for a maximum of 12 terms of full-time or part-time study in an undergraduate

program leading to a first baccalaureate degree. All other fees and charges are the student's responsibility. The student must be listed as a child dependent on the employee's Form 1040

U.S. Individual Income Tax return for the calendar year most applicable to the academic term for which the scholarship application is being made. The University requires satisfactory documentation to verify dependent status, such as a copy of the most recent Form 1040.

Registration for full- or part-time study in a term or session debits one of the 12 allowable terms. Also, dependent children attending high school and registering for courses in a term or session at the University debit one term of the 12 allowable if they matriculate at the University.

For students transferring from the University of Pittsburgh to another college or university, and who are eligible for a tuition scholarship to another institution, each term in which a tuition scholarship is used debits one term toward a total of eight terms allowed.

Dependent children of full-time faculty, faculty librarians, and research associates who are retired, on disability, or deceased are eligible for 12 terms of full- or part-time



undergraduate tuition at the University of Pittsburgh.

Dependent children of part-time faculty in the tenure stream or tenured, and part-time faculty librarians who have been granted expectation of continuing employment and who have an appointment for no less than half-time, who are retired, on disability, or deceased are eligible to receive proportionate tuition scholarships.

## **Faculty Children Attending Other Institutions**

### *Tuition Exchange Scholarship Program*

Dependent children of full-time faculty and regular full-time staff with at least one year of University service may apply to participate in the Tuition Exchange Scholarship Program. The Tuition Exchange Scholarship Program is composed of approximately 350 colleges and universities in the United States whose employees may send their dependent children to any other Tuition Exchange school at significant cost reduction or no tuition charge at all. Nearly 40 institutions in the Commonwealth of Pennsylvania participate in this Program. Students must be full-time freshman undergraduates to apply. The Program operates on the principle of balanced exchange: that is, each institution must maintain, over time, a balance between the number of children "exported to" and those "imported from" other institutions. Therefore, only a limited number of scholarships are available each year.

If their institution of choice participates in this Program, eligible faculty dependents must first apply to the Tuition Exchange Scholarship Program before requesting a tuition scholarship. Tuition scholarships are addressed below, under "Tuition Scholarships for Other Institutions."

This program is a "scholarship opportunity" rather than a fringe benefit. When scholarships are limited by the import/export balance, assistance to applicants will be determined based on the parent's length of service at the University. While the number of scholarships available varies each year, participation of faculty and staff members with less than ten years of service has been rare.

The Tuition Exchange Scholarship Program is administered by the Office of Admissions and Financial Aid. For information or a list of participating schools and application forms, please contact the Office of Admissions and Financial Aid, telephone 412-624-7192. A list of participating schools and application forms may also be obtained in the Office of Faculty Records (G-48 Cathedral of Learning).

For additional information, refer to University Policy 09-03-01, (<http://www.cfo.pitt.edu/policies/policy/09/09-03-01.html>) *Tuition Exchange Scholarship Program*.

### *Tuition Scholarships for Other Institutions*

Tuition benefits for child dependents of University faculty and staff attending other institutions have been eliminated for new employees who accepted offers of employment after September 1, 1994 or later. The University continues to provide a tuition scholarship program for dependent children of full-time faculty members, faculty librarians, eligible research associates, and eligible staff who accepted offers of employment in writing by September 1, 1994. Research Associates must also receive an annual salary of at least \$17,500 in order for

their dependent children to be eligible for a scholarship to other institutions.

Under this scholarship program, the dependent may attend any other accredited college or university as a full-time or part-time undergraduate student. In order to qualify, the institution must offer and the student must be enrolled in a program leading to a formal degree; the institution must be accredited by an agency recognized by the U.S. Secretary of Education; and the institution must offer courses of instruction that are regularly accepted for transfer credit by four-year institutions of higher education.

Eligible students receive tuition scholarships up to a maximum of the in-state undergraduate tuition for two terms in the School of Arts and Sciences at the Pittsburgh Campus per year for eight terms. If the tuition amount is less than the University's School of Arts and Sciences in-state undergraduate tuition, only the billed tuition amount will be paid. All other fees and charges are the student's responsibility. The University requires satisfactory documentation to verify dependency status such as a copy of the most recent Form 1040.

Tuition benefits provided to faculty and staff members for their dependents to attend other institutions are subject to State Income Tax withholding. Effective 9/1/97 all employees, regardless of salaries, are subject only to State Tax withholding.

Payments will not be made for prior terms' tuition. Tuition payments will be restricted to current terms.

If the maximum yearly amount of the tuition scholarship is not used, it cannot be carried forward to the next academic year. A tuition scholarship will be awarded only for the term in which the student is currently enrolled.

A student who has not used the maximum amount per year and who wishes to attend his or her institution or the University of Pittsburgh for the remainder of that academic year as a full- or part-time undergraduate may have the balance applied to the tuition.

For students transferring from another college or university to the University of Pittsburgh, each academic year at the other institution will be equivalent to two terms at the University of Pittsburgh.

Dependent children attending high school and registering for courses at the University of Pittsburgh will have the tuition payment deducted from the first term the tuition scholarship is processed if they matriculate at another college or university.

Dependent children of full-time faculty members, faculty librarians, and staff employees who fulfilled the salary criterion, and who are retired, on disability, or deceased are eligible to receive tuition scholarships to other institutions if they are enrolled at the time of their parent's retirement, disability, or demise, or if their parent was employed full time at the University for a total of ten years prior to retirement, disability, or demise.

Dependent children of part-time faculty in the tenure stream or tenured, and part-time faculty librarians who have been granted expectation of continuing employment and who are no less than half time, who are retired, on disability, or deceased are eligible to receive tuition scholarships to other institutions proportionate to a full-time appointment if they are already enrolled at the time of their parent's retirement, disability or demise.

### **Falk School**

The Falk School is a laboratory school operated by the School of Education. It consists of non-graded classes for children in kindergarten through middle school (eighth grade).

Scholarships covering one-quarter tuition are available to dependent children of full-time faculty members and faculty librarians who are full time. The children are admitted through regular procedures of Falk School. For more information, call 412-624-8020.

For additional information, refer to University Policy 09-05-16, (<http://www.cfo.pitt.edu/policies/policy/09/09-05-16.html>) and Procedure 09-05-16 (<http://www.cfo.pitt.edu/policies/procedure/09/09-05-16.html>) *Falk School: Tuition and Fees*.

## **Domestic Partner Benefits**

The following benefits are extended to certified domestic partners of eligible faculty: health insurance (medical, dental and vision), educational benefits, University Identification Cards, as well as University services provided to ID card holders, and bereavement leave in the case of death of the domestic partner or a parent of the domestic partner. A notarized *University of Pittsburgh Affidavit of Domestic Partnership* must be submitted to the Office of Human Resources, 100 Craig Hall, to determine eligibility for benefits.

For additional information, visit the Human Resources Website (<http://www.hr.pitt.edu/worklife-balance/family-care-all-stages-life>) or refer to University Policy 07-06-08 (<http://www.cfo.pitt.edu/policies/policy/07/07-06-08.html>) and Procedure 07-06-08, (<http://www.cfo.pitt.edu/policies/procedure/07/07-06-08.html>) *Domestic Partner Benefits*.

## **Public Liability Insurance**

The University has a Comprehensive General/Public Liability Insurance Program that extends coverage to faculty members, faculty librarians, and research associates who, while performing duties on behalf of the University, are named in lawsuits, real or alleged, for damages caused to students and/or the general public. The Public Liability Insurance Program is subject to all of the provisions of the insurance contract between the underwriting insurance company and the University of Pittsburgh.

It is the responsibility of each faculty member, faculty librarian, or research associate to notify in writing the Risk Manager, located at 1817 Cathedral of Learning, of any incidents that may lead to a claim or lawsuit against you or the University. If you should be named in a lawsuit, notify the General Counsel immediately, telephone 412-624-5674.

## **Business Travel Accident Insurance**

The University provides Business Travel Accident Insurance coverage for all full-time employees. The amount of Accidental Death and Dismemberment protection under this policy is payable up to \$100,000 per employee, with an aggregate of \$4,000,000 per single accident involving more than one employee.

This coverage is in force when your required duties necessitate traveling or working on University business away from the University's premises in your city of permanent assignment. This coverage does not include commuting between your home and the University or personal activities during business trips.

Accidental Death and Dismemberment protection is provided 24 hours a day while traveling on University business as described above, and includes accidents involving a commercial aircraft, bus, taxi, or a fall. This explanation is provided to give you a general overview of

coverage; the Business Travel Accident Insurance is subject to all provisions of the insurance contract between the underwriting insurance company and the University of Pittsburgh.

Questions concerning this coverage may be directed to the Risk Management Office, telephone 412-624-0621.

## **Workers' Compensation Insurance**

Workers' compensation is a statutory program that provides medical coverage and, in some instances, income maintenance to employees who are disabled as a result of a work-related injury or illness. All full-time and part-time faculty, staff, and student employees are eligible for workers' compensation coverage. Volunteers are not covered.

Payment of all services, medicines, and supplies that are reasonable and medically necessary for rehabilitation, surgical and hospital care are allowed at no cost to the employee. Also included are the cost of orthopedic appliances and the training in their use. Employees that are disabled for more than seven calendar days as a result of a work-related injury or illness are eligible to collect a percentage of their average weekly wage as defined by law.

All claims for workers' compensation should be reported by the employee's direct supervisor to the Workers' Compensation Office immediately, but no later than 24 hours from the time a claim/incident is reported. Employees who sustain on-the-job injuries and illnesses are required to seek treatment by a University-approved medical provider. A list of these providers and claim forms are available in each department, or may be obtained by contacting the Workers' Compensation Office, telephone 412-624-1198.

For additional information, refer to University Policy 07-06-02, (<http://www.cfo.pitt.edu/policies/policy/07/07-06-02.html>) *Workers' Compensation*.

## **Social Security**

University employees have participated in the Social Security System since 1951. In addition to supplementing the University of Pittsburgh Retirement Program, this program provides certain death and disability benefits. Payroll deductions are made in accordance with the regulations of the Social Security Administration and any changes as enacted by Congress.

## **Unemployment Compensation**

Employees of the University of Pittsburgh may be eligible for unemployment compensation in accordance with the Pennsylvania Employment Compensation Law. Individuals may apply for unemployment compensation benefits at the Office of Employment Security nearest their place of residence after having completed the last day of work.

Generally, individuals qualify for benefits if they are unemployed through no fault of their own and not as a result of misconduct, provided they have satisfied entitlement requirements established by statute. In addition, the terms and conditions of the appointment are a major factor. The Office of Employment Security makes the determination if one qualifies for benefits after having examined many factors, including the circumstances of the termination, wages in the base year, and the individual's availability for work.

Unemployment compensation notices from the Office of Employment Security must be forwarded immediately to the Office of Human Resources.

## **VI. UNIVERSITY ACADEMIC RESOURCES AND SERVICES**

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### **LIBRARIES**

The University of Pittsburgh libraries maintain collections totaling more than 4.4 million volumes, excluding microtext. There are 16 library units on the Pittsburgh Campus and four on the regional campuses. The University Library System administers 16 of these units, including those on the regional campuses. The Health Sciences Library System (<http://www.hsls.pitt.edu/>) primarily serves the health sciences schools and the University of Pittsburgh Medical Center. Other Pittsburgh Campus libraries include the Barco Law Library. All University libraries work together cooperatively.

PITTCAT is the University of Pittsburgh's online library catalog, offering author, title, subject, and keyword access to materials to all University libraries. In addition, the University libraries provide access to more than 400 remote resources for University of Pittsburgh faculty, students, and staff, including Encyclopedia Britannica, EBSCOhost, Lexis-Nexis, CIS Compass, and over 4,500 electronic journals. PITTCAT and the other databases are available through the ULS Website at <http://www.library.pitt.edu/>.

Library services and collections strive to serve the academic and research needs of the University community. A University Senate Library Committee with faculty and student representatives provides policy guidance to the libraries. The general University Identification Card also serves as a library card. Services of special interest to faculty include online searching of databases for bibliographic, textual, or numerical information, instruction in library use to groups of students, preparation of special bibliographies and reading lists, interlibrary loan via an electronic network, and photocopy service at minimum cost through cooperative arrangements with other institutions; reciprocal borrowing and supplementary research privileges are available in research libraries across the country and in neighboring libraries. Cards for the national program can be obtained at the Hillman Library lending desk. Carnegie Mellon University, Duquesne University, the Carnegie Library of Pittsburgh, and other local libraries provide rich opportunities for study and research. The ULS is a charter member of a statewide academic library consortium (PALCI). Searches of PALCI catalogs and requests for loans may be made online through the ULS Website (<http://www.library.pitt.edu/>).

Faculty suggestions for additions to library collections are welcomed and can be submitted directly to the appropriate collection development librarians or through departmental or school library representatives. To place materials on reserve for course readings, lists must be submitted at least one month in advance of the term in most libraries.

### **Hillman Library**

The largest library facility is Hillman Library with a collection of more than two million volumes on five floors. The ground floor provides reference, lending, interlibrary loan, and photocopy service desks and houses special collections as follows: reserve materials, government documents, maps, and print and CD-ROM indexes and abstracts. Also located here are facilities for information retrieval or database searching.

A number of separate and/or distinctive collections are found in Hillman Library. The African American Library includes works written by and about Americans of African descent and relevant African American studies. The Buhl Library of Social Work contains a core collection of materials in support of the curriculum of the School of Social Work with additional materials housed in the general Hillman stacks. The East Asian Library supports chiefly the area studies of China and Japan.

Other special collections include the Alldred browsing room with current, popular books; the Stark Listening Center with recordings, tapes, and compact discs; microtext materials; and the current periodicals reading room. The Special Collections Department has rare books, manuscripts, and unique collections such as the Carnap and Reichenbach papers. The University Library System's Technical Services Unit and the University Library System's administration are also housed in this facility.

Individual faculty studies are located on the third and fourth floors of Hillman Library. Applications are accepted for these in 271 Hillman at the beginning of every term.

## **Departmental Libraries**

In addition to Hillman Library, there are a number of libraries located elsewhere on or near the Pittsburgh Campus, close to the academic departments they serve. The Allegheny Observatory Library concentrates on astronomy, astrophysics, and allied fields, and has an outstanding collection of star photographs. The Chemistry/Computer Science Library reflects the research interests of its departments, and currently receives 257 chemistry-related serials and 160 computer science-related serials. The Darlington Memorial Library has a unique collection of Americana from the Colonial period through the Revolution and the War of 1812, with emphasis on Western Pennsylvania. The Henry Clay Frick Fine Arts Library's collections in art and sculpture support research in art history. Langley Library serves the Departments of Biological Sciences and Psychology. The Mathematics Library is primarily a graduate study and research collection for advanced mathematics. The Music Library contains reference books, printed music, manuscripts, microfilms, periodicals, and recordings. The Physics Library concentrates on physics and allied areas, including geology and planetary science. The Graduate School of Public and International Affairs/Economics Library, the Graduate School of Business Library, and the Information Sciences Library support the programs in each of the professional schools. The Archives Service Center is located on Lexington Avenue in Point Breeze, approximately three miles from campus.

## **Professional School Libraries**

Bevier Engineering Library contains books, journals, government documents, and technical reports to support the various fields of engineering taught at the University. The Joseph M. Katz Graduate School of Business Library's volumes, periodicals, newspapers, corporation reports, and government documents primarily support the curricular and research needs of the business school. The School of Information Sciences Library houses material on subjects related to library and information science and telecommunications and also has a fine historical collection of children's literature. The Graduate School of Public and International Affairs/Economics Library supports the areas of International Affairs, Public Administration, International Studies, Development Planning and Administration, Economics, Economic History, Labor, Demography, and Economic Statistics -- United States and international.

The Barco Law Library at the School of Law includes substantially all reported decisions of the U.S. Supreme Court and federal and state appellate courts, as well as: textbooks; periodicals and

digests; encyclopedias; annotated reports; Pennsylvania law; a good collection of British, Canadian, and related material; basic works on international law and the Common Market, among other materials.

The Health Sciences Library System (HSLs) provides collections and services to meet the information needs of the educational, clinical and research programs of the Schools of Medicine, Dental Medicine, Pharmacy, Health and Rehabilitation Sciences, Nursing, and the Graduate School of Public Health, as well as the hospitals of the University of Pittsburgh Medical Center (UPMC). The HSLs includes the following libraries:

- Falk Library of the Health Sciences serves as the flagship of the HSLs, with more than 300,000 volumes and nearly 2,000 current serial titles. Included in that total are several special History of Medicine collections.
- The Library of Western Psychiatric Institute and Clinic (WPIC) is one of the nation's largest psychiatric libraries, housing a collection of nearly 70,000 volumes and approximately 450 current journal subscriptions.
- The nursing collection in the School of Nursing Learning Resource Center (LRC) contains a collection of approximately 10,000 books and receives 167 current journal subscriptions.
- The Bergman Medical Library at Montefiore University Hospital is a reading room open 24 hours daily. It houses a small collection of journal titles and current clinical monographs, and provides access to PITTcat and HSL Online at all times.

For general information about the University of Pittsburgh libraries, telephone 412-648-7710 or visit the Website at <http://www.pitt.edu/libraries.html>.

## **COMPUTING ENVIRONMENT**

### **Computing Services and Systems Development (CSSD)**

Information technology is constantly changing the way students learn, the methods by which faculty deliver instruction and pursue research, and the underlying computing systems at the University of Pittsburgh. Computing Services and Systems Development (CSSD) supports the teaching and research missions of the University by providing mechanisms (infrastructure, consulting, development and training) to students engaged in academic activities and to faculty in their laboratories and classrooms. CSSD is responsible for maintaining a contemporary IT environment, while exploring the next generation of technology, innovative computing, and telecommunication solutions.

Faculty who require assistance with hardware and software analyses, technical consultation, distributed software services, computer classrooms, training, and remote dial up access to the University's network may contact CSSD. Assistance with telecommunications, telephone, voice messaging, and voice conferencing technology is also available from CSSD. CSSD technical analysts can provide information and consultation regarding the purchase of personal computers, peripherals, or software. Requests for assistance, service, or additional information is available by contacting the Technology Help Desk 412-624-HELP [4357], 24 hours per day, 7 days per week or at the CSSD Website <http://technology.pitt.edu/>.



The following describes computing services and resources supporting faculty at the University of Pittsburgh:

## University Computer Account

A University Computer Account provides the user with access to a wide range of University computing resources, including access to PittNet and the Internet, the UNIX and VMS timesharing services, the campus computing labs, and more. When a student enters the University, or a faculty or staff member is hired, a University Computer Account is automatically created. Current faculty who do not have an account should contact their Responsibility Center Account Administrator for assistance. A list of Responsibility Center Account Administrators can be found at <http://technology.pitt.edu/>. Participants in special University programs may be granted a sponsored account by the program administrator for that area.

There are three important elements associated with a University Computer Account:

**USERNAME:** A username consists of a combination of letters and numbers based on your name. A faculty member named Pamela R. Smith, for example, may have the unique username, prsmith.

**PASSWORD:** To protect the security of an account, the username must be used in conjunction with a password known only to the user. When an account is created, a temporary password is assigned. A letter is sent to the user when the account is created explaining how to determine the temporary password. The new password should be five to eight characters long and consist of some combination of letters and numbers that can easily be remembered, but cannot be easily guessed by another user. CSSD strongly recommends that users change the temporary password immediately upon receipt of the account.

**E-MAIL ADDRESS:** A University e-mail address consists of the username followed by “@pitt.edu.” From the example above, Pamela R. Smith’s e-mail address will be: prsmith@pitt.edu.

## Managing A University Computer Account

The University’s online account management tools permit a user to view and edit information associated with a University Computer Account, change a password, check disk and other quotas for IMAP e-mail, UNIX and VMS timesharing services, and find other University users.

## Types of University Computer Accounts

**Primary Account:** This type of account is automatically created for students, faculty, and staff when University affiliation begins. For students, the account is created when the matriculation fee is paid.

**Sponsored Account:** This type of account is created by a Responsibility Center Account Administrator for University affiliates who are not regular students, faculty or staff, or for those persons with primary accounts who need secondary accounts for some approved purpose. Sponsored accounts have expiration dates set by the administrator.

For more help about University Computer Accounts, contact the Technology Help Desk at 412-624-HELP [4357].

## **Technology Help Desk**

The Technology Help Desk is staffed 24 hours per day, seven days per week (closed holidays) and serves as a single point of contact for all information technology services. University of Pittsburgh students, faculty, and staff can contact the Technology Help Desk regarding any computer issue including e-mail, hardware, software, networks, ResNet, University Computer Accounts, computing labs, and related services. Contact the Technology Help Desk at 412-624-HELP [4357] and an analyst will assist you with your problem or question. Problems may also be submitted online by completing and submitting the online form at <http://technology.pitt.edu/>. The Technology Help Desk will assign a Help Ticket Number for tracking your request and provide assistance as quickly as possible.

## **University of Pittsburgh Knowledgebase**

CSSD offers online help in the form of a searchable online Knowledgebase, a database of detailed technical information on hardware, software, and other computing issues. The Knowledgebase is arranged by topics called Knowledge-Paks. Knowledge-Paks with the "@Pitt:" prefix contain information specific to University of Pittsburgh computing issues. Each Knowledge-Pak contains "symptoms" - statements of tasks, problems, or error messages. Possible solutions, containing descriptions and step-by-step instructions, are listed for each symptom. The Knowledgebase is located at <http://technology.pitt.edu/>. For more information about the Knowledgebase contact the Technology Help Desk at 412-624- HELP [4357].

## **Documentation and Publications**

CSSD produces manuals, help sheets, and guides that can be found in the online documentation library. This resource contains more than 100 documents and help sheets (PDF format) targeting all levels of expertise. A limited number of help sheets are available in the campus computing labs, with the entire collection accessible on the technology Web site. CSSD also generates a variety of other materials such as brochures, posters, lab schedules/maps, software lists, and reports. To access online documentation and help sheets, visit <http://technology.pitt.edu/> or for more information, contact the Technology Help Desk at 412-624- HELP [4357].

## **CourseWeb**

CourseWeb is an integrated Web-based course management system that enables University of Pittsburgh faculty to develop, manage, and deliver instructional materials to enrolled students. Blackboard serves as a repository for organizing many of the instructional elements of a course including, assignments, grades, quizzes, synchronous chat sessions, and asynchronous threaded discussion groups. The CourseWeb initiative is jointly supported by CSSD and the Center for Instructional Development and Distance Education (CIDDE). CSSD provides server administration/support, infrastructure/account management, and student training/support. CIDDE provides support for course development and faculty training. For more information about CourseWeb, contact the Technology Help Desk at 412-624- HELP [4357] or CIDDE at 412-624-3335, as appropriate.

## **Computing Classrooms**

Several campus computing labs are available for use as computing classrooms. These facilities provide a venue for hands-on instruction or to supplement lectures. Each computing classroom

contains computer tables arranged in parallel rows, with an instructor positioned at the front of the room. Computer projection equipment is also available. There are three such classrooms on the Pittsburgh campus:

Benedum Hall Room 1077

Cathedral G-27A Classroom

Posvar Hall, Room 1200

These facilities may be reserved by submitting a classroom reservation form, available at <http://technology.pitt.edu/>. More than 60 media enhanced classrooms on the Pittsburgh campus are equipped with internet connections and projection devices for displaying from a laptop or notebook PC. For more information about computing or media enhanced classrooms contact the Technology Help Desk at 412-624- HELP [4357], or visit the Service Locations (<http://technology.pitt.edu/service-locations.html>) Website.

## **Software Purchasing through Software Licensing Services**

Software Licensing Services (SLS) offers an extensive range of software exclusively to students, faculty, staff, and departments at the University of Pittsburgh at little or no cost. SLS distributes software obtained by the University through site license or volume purchase agreements. Maintenance agreements and renewal services are also provided. For updated price listings and more information on software licensing or purchases, visit the Website at <http://technology.pitt.edu/software.html> or contact the Technology Help Desk at 412-624- HELP [4357].

## **Hardware and Software Purchasing**

As a service to members of the University community seeking information on purchasing computers, software, and peripheral equipment, CSSD has created a special Web page. This page features suggested and supported computer configurations and includes links to online stores through which students, faculty, and staff can purchase quality products directly from manufacturers and resellers. Sites that offer special educational discounts are indicated on this page. The page is located at <http://www.pitt.edu/computer/>. For more information, contact the Technology Help Desk at 412-624- HELP [4357].

## **Administrative Applications**

CSSD supports the development and implementation of administrative information systems and database services such as Human Resources, ISIS, PittStar, PRISM, and Procurement. Analysts are also involved in report production and distribution, data security, and database administration. For more information about administrative applications contact the Technology Help Desk at 412-624- HELP [4357].

## **Scientific Computing**

The University of Pittsburgh hosts a number of centers engaged in computational science and focused on multidisciplinary collaborations in computational research. These centers provide access to state-of-the-art equipment and software for faculty and students who rely on parallel processing and other specialized information technology resources. A selection of those facilities and resources are listed below.

Center for Biomedical Informatics

(<http://pathinfoarchives.dbmi.pitt.edu/apiii/1996/apiii1996/author/cpf.htm>)

Center for Molecular and Material Simulations (<http://core.sam.pitt.edu/about>)

Epidemiology Data Center (<http://www.edc.pitt.edu>)

Pittsburgh Supercomputing Center (<http://www.psc.edu/>)

## Computing Labs and Connectivity for Students

University of Pittsburgh students engaged in research, writing papers, or developing projects and presentations have access to an extensive selection of computing resources. Ethernet ports are available to all 6,000 resident students at the University of Pittsburgh. Nearly 70% of those students choose to attach a PC to their port and use computing resources from their residence hall room. A team of well-trained student analysts provide support for the residence halls through the ResNet program. Many students choose to use campus computing facilities. There are seven general purpose computing labs on the Pittsburgh Campus:

Alumni Hall

Benedum Hall

Cathedral of Learning

Hillman Library

David Lawrence Hall (24-hour, 7-day facility)

Posvar Hall

Sutherland Hall

Each lab is staffed by student consultants and maintains a mix of Windows, MacIntosh, Linux and UNIX computers, as well as shared scanners and laser printers. Wheelchair-accessible workstations are available at all campus computing labs. Special arrangements can be made on an individual basis for students with physical handicaps and/or learning disabilities through the Office of Disability Resources and Services or at the Adaptive Computing Training Lab, 725 William Pitt Union.

For more information about student computing, contact the Technology Help Desk at 412-624-HELP [4357].

## Training

CSSD offers technology training to the University of Pittsburgh community, including a variety of forums and topics to meet the needs of the student population. *QuickStart* classes are free, non-credit computer workshops offered each term. These weekday workshops range in length from 1 to 3 hours. Registration is required and is available through a new online registration system located at <http://technology.pitt.edu/>. A number of software application training topics are available for University of Pittsburgh students via Web-based training using a University Computer Account. For more information about training contact the Technology Help Desk at 412-624- HELP [4357].

## **Telecommunications**

Telecommunications, located at 6100 Posvar Hall, operates the University's telephone system and provides switchboard service, individual line service, and itemized billing, as well as providing assistance in ordering and servicing telephone equipment, obtaining directories, and . See the "Campus Telephone Services" section ("Green Pages") of the *University of Pittsburgh Telephone Directory* for instructions on use of the University's telephone system. For more information, telephone 412-624-4357.

## **Pittsburgh Supercomputing Center**

The Pittsburgh Supercomputing Center (<http://www.psc.edu/>) (PSC) was established in 1986 as a joint project of the University of Pittsburgh and Carnegie Mellon University, together with Westinghouse Electric Corporation. Its mission is to advance science and engineering by making high-performance computing available to researchers nationwide.

For additional information, see the PSC Website or telephone 412-268-4960.

## **ACADEMIC CENTERS AND SERVICE UNITS**

### **Learning Research and Development Center**

The Learning Research and Development Center (<http://www.lrdc.pitt.edu>) (LRDC), founded in 1964, conducts research on learning, cognition, and instruction. Center staff, including postdoctoral fellows and graduate students, come from a wide range of disciplines. Faculty in the Center are research scientists and have academic appointments in their respective schools or departments, including Computer Science, Business, Education, Intelligent Systems, Law, Political Science, and Psychology. An interdisciplinary center, LRDC employs advances in research to address fundamental questions about the acquisition of knowledge and skill, characteristics of effective instruction, and social and organizational factors that shape educational systems.

LRDC researchers are engaged in a variety of activities, including: (1) the study of psychological principles that underlie learning in school settings; (2) the investigation of intellectual functioning and development; (3) the study of the social aspects of learning; (4) the evaluation of educational programs; (5) the evaluation of educational standards and assessment; (6) the design of school environments that adapt to children from a range of social and cultural backgrounds; (7) the development of training programs that address the continual learning requirements of the modern workplace; and (8) the study of technological applications to improve learning in the classroom and at the training site.

For further information, contact LRDC Communications, located in 805 LRDC, telephone 412-624-2881.

## University Center for International Studies

The University Center for International Studies (<http://www.ucis.pitt.edu/main/>) (UCIS) is the central coordinating and support mechanism for international activities for the University of Pittsburgh. Established in 1968, its unique design cuts horizontally across the vertical structures of the University to coordinate international research, instruction, and public service that often involve more than one school or department. These interdisciplinary activities are coordinated primarily through a series of area studies and thematic programs. UCIS also serves as the convener for the Provost's International Coordination Council, which is comprised of deans and directors of University units that are involved in international scholarship.

UCIS is charged with the following responsibilities: to initiate, sustain, and support international and comparative scholarship and research; to provide the organizational setting for interdisciplinary programmatic efforts in international studies; to assist faculty in their work to strengthen their international competencies; to aid in improving the comparative and global dimensions of instructional programs, both at the undergraduate and graduate level in all schools and departments in the University; to advise the University in the international dimension of such matters as faculty recruitment, academic policy, and program assessments; to establish inter-institutional agreements with foreign universities and research institutes, and to coordinate the representation of the University abroad; to provide public service programs linking the international resources of the University to the various public constituencies at national, regional, and local levels including the educational system, the government, the business community, the labor unions, the media, and community groups; and to aid students in their acquisition of international knowledge via study abroad, curriculum development, and seminars with scholars.

Area studies centers (<http://www.ucis.pitt.edu/main/>) include: the Asian Studies Program, the Latin American Studies Program, the Russian and East European Studies Program, and the Center for West European Studies.

International and global studies programs (<http://www.ucis.pitt.edu/main/>) include: the Institute for International Studies in Education in the School of Education, the International Business Center (with the Joseph M. Katz Graduate School of Business), the Center for International Legal Education in the School of Law, the International Technology Center in the School of Engineering, the Matthew B. Ridgway Center for International Security Studies (with the Graduate School of Public and International Affairs [GSPIA]), and Regional Structural Change in International Perspective.

University service programs include: the UCIS Small Grants Program, UCIS Faculty Research Fellowships, Faculty Research Management Services, Hewlett International Small Grants (with GSPIA), International Grants/Fellowship Advising, Nationality Rooms, the Semester at Sea Program, and the Study Abroad Office.

Public service programs include: the Heinz Fellowship Program, Peace Corps Recruitment, the Pennsylvania Ethnic Heritage Studies Center, and the Pennsylvania Governor's School for International Studies.

For additional information on the University Center for International Studies, located in 4400 Posvar Hall, telephone 412-648-7390.



## **University Center for Social and Urban Research**

The University Center for Social and Urban Research (<http://www.ucsur.pitt.edu/>) (UCSUR) was established in 1972 to undertake applied social science research utilizing interdisciplinary perspectives. As the major survey research facility within the University, UCSUR initiates its own research projects, collaborates with faculty from various schools and departments in joint research efforts, and offers technical assistance to members of the University community engaged in social science research. UCSUR's Survey Research Program (SRP) is a campus-wide research and service unit that maintains a small, but highly experienced staff of survey professionals, trained interviewers, and data management specialists. Its mission is to provide state-of-the-art technical facilities and services to assist in formulating and executing research projects. The SRP maintains survey facilities for conducting complete survey projects from initial study design through data analysis.

Programs of research at UCSUR reflect concerns with social and public policy issues of local, regional, state, national, and international significance. The Center is committed to research and demonstration in five principal areas: (1) urban and regional analysis, including the use of regional economic models; (2) gerontology; (3) intergenerational studies; (4) child and family development; and (5) environmental policy studies. Studies in these areas are undertaken in an effort to enhance scientific understanding and to generate information that may be used to improve policy making in both the public and private sectors.

Most recently, faculty from the Arts and Sciences, the Graduate School of Public Health, the Graduate School of Public and International Affairs, the Katz Graduate School of Business, the School of Education, the School of Engineering, the School of Law, the School of Medicine, the School of Pharmacy, the School of Social Work, and Western Psychiatric Institute and Clinic, among others, have been active participants in research programs at UCSUR.

UCSUR is located at 3343 Forbes Avenue. For additional information, telephone 412-624-5442.

## **Center for Philosophy of Science**

The Center for Philosophy of Science (<http://www.pitt.edu/~pittcentr/>) promotes -- on a regional, national, and international scale -- scholarship and research in the philosophy and history of science and in such related disciplines as the rhetoric and sociology of science. Although it is primarily a research institute, its programs and activities enrich the graduate programs of a number of academic departments, especially Philosophy and History and Philosophy of Science. The Center's 59 Resident Fellows come from 21 departments throughout the University. Twenty-six institutions in the geographical region served by the University of Pittsburgh are represented among the Center's 70 Associates.

Annually, 6 to 8 scholars and scientists from around the world conduct research in Pittsburgh as Visiting Fellows of the Center. In addition, the Center sponsors 6 to 8 offerings in its long-standing public Lecture Series, several conferences and workshops, a colloquium that meets twice weekly, and occasional international meetings. The Center publishes several book series in the philosophy and history of science.

The Center is located at 817 Cathedral of Learning, telephone 412-624-1050.

## Center for Instructional Development and Distance Education

The Center for Instructional Development and Distance Education (CIDDE) (<http://www.cidde.pitt.edu/>) works directly with schools, departments, regional campuses and individual faculty members to facilitate achievement of the academic goals of the University in the areas of instructional development and technology, faculty development, instructional support and distance education. In addition, CIDDE provides a variety of University technical services, including media, photographic, video production, and graphic services.

CIDDE supports the faculty development goals of schools, departments and regional campuses. University-wide services include the Teaching Excellence Workshops (workshops on teaching for faculty), the Summer Instructional Development Institute, New Faculty Orientation, the *Teaching Times* newsletter, and maintaining an up-to-date library of books and online resources on teaching.

Instructional designers with a background in learning theory and instructional theory are available to assist faculty with course development and revision, including preparation of course syllabi, exams, teaching strategies and learning activities, instructional materials, and the use of technology to enhance instruction. Instructional designers also provide individual teaching consultation, classroom observation with feedback, or videotape review/consultation. These services are confidential and available to all University faculty.

CIDDE also supports school- and department-based services for teaching assistants through New Teaching Assistant Orientation and teaching assistant training opportunities. CIDDE has worked with units across the University to develop a TA handbook entitled *The Teaching Assistant Experience* (<http://www.cidde.pitt.edu/ta-handbook-teaching-assistant-experience>).

Instructional Media Services, located in A114 Information Sciences Building, telephone 412-648-7236, provides audiovisual/multimedia equipment and operators, and schedules and distributes the University's film and video collection. CIDDE supports the use of technology for on-campus instruction and distance learning facilities by providing faculty support, video network operations, as well as training and consultation in the use of distance education technologies. Instructional Media Services also provides training and support for the University's media equipped classrooms, and coordinates all satellite downlink teleconferencing activities on the Pittsburgh Campus.

The Faculty Instructional Development Lab, located in B23 Alumni Hall, 412-624-9706, provides a setting for project-based and *ad hoc* consultation on the application of technology for instruction. Web course training sessions using CourseWeb is available through CIDDE. CourseWeb is course management software that functions as a "container" for online course information and documents. It also provides tools for discussion, practice quizzes with feedback, file transfers, external links, and faculty information.

For additional information about CIDDE, call 412-624-3335 or visit the Website at <http://www.cidde.pitt.edu>.

## Office of Measurement and Evaluation of Teaching

The Office of Measurement and Evaluation of Teaching (OMET) (<http://www.omet.pitt.edu/>) provides services related to testing, test scoring, evaluation of teaching, and research consultation.



## **Testing**

Nationally standardized admission and certification examinations are given by the office. In addition, the scoring and analysis of objective classroom examinations are provided to faculty members. Answer sheets are available without charge to those teaching University courses. The sheets are processed through the use of optical scanning equipment that allows prompt feedback of test results. In addition, a summary is provided that includes class test statistics and item analysis data. Those involved in survey research can also utilize the answer sheets and optical scanning service as a method of data input.

## **Evaluation of Teaching**

Services related to the evaluation of teaching are available to faculty and Teaching Assistants in all teaching units and include:

1. Building research-based evaluation instruments and procedures tailored to specific schools. The schools for which forms have been developed include the College of Arts and Sciences, Dental Medicine, Education, Engineering, Health and Rehabilitation Sciences, Information Sciences, Medicine, Nursing, Pharmacy, Public and International Affairs, Public Health, Social Work, and the University Challenge for Excellence Program. (Schools establish their own specific policies on evaluation of teaching. The school's policy may be obtained from the dean's office.)
2. Administering surveys and summarizing data so that faculty may obtain systematic feedback about their teaching from students.
3. Conducting research on the nature of the evaluation process.

A consulting service is available to assist faculty, students, and staff involved in research projects. The consultants are experienced in dealing with problems of research design, measurement, instrument selection, and statistical analysis.

For additional information about the Office of Measurement and Evaluation of Teaching, located at G-33 Cathedral of Learning, telephone 412-624-6440.

## **University Summer Session**

The Kenneth P. Dietrich School of Arts and Sciences offers summer classes to current University of Pittsburgh students, guest students from other colleges and universities, and a limited number of qualified high school students. Details about summer sessions registration, available courses, fees and tuition, and important dates are available on the summer sessions Web site (<http://www.pitt.edu/~summer/>), which is updated every winter to reflect the most current information.

## **Office of International Services**

The Office of International Services (<http://www.ois.pitt.edu/>) provides assistance to international students, faculty, and staff. Over 1,800 international students from more than 100 countries attend the University. The Office of International Services plays host to these students by providing: admissions material and services; social, cultural, and personal advising;

information and counsel regarding compliance with U.S. immigration laws and regulations; and international programming with student organizations and academic units.

The Office also serves the cultural and adaptive needs of the approximately 1,200 foreign faculty visiting the University each year. Close ties are maintained with the English Language Institute, the University Center for International Studies, academic departments and schools, embassies and consulates, as well as other services provided under the Dean of Students. Campus presidents, deans, and department chairs are strongly encouraged to consult with the Office of International Services about immigration regulations, visas, work requirements, and evaluation of foreign credentials before inviting foreign faculty and/or researchers to the University.

The Office of International Services is located in 708 William Pitt Union, telephone 412-624-7120.

## **GlobalPittsburgh**

GlobalPittsburgh (formerly the Pittsburgh Council for International Visitors)

(<http://www.globalpittsburgh.org/>) is an independent, nonprofit community organization located in downtown Pittsburgh at 650 Smithfield Street, Suite 1180. The organization's mission is to promote cultural, educational and commercial ties between Western Pennsylvanians and other peoples of the world. GlobalPittsburgh serves visitors sponsored by the U.S. Information Agency and other governmental agencies, as well as those sponsored by regional businesses, universities and medical centers. The organization arranges for international visitors to interact with their regional peers on professional and informal levels using a network of more than 2,500 volunteers annually. The organization's services available to the University's academic departments and divisions on a cost-recovery basis include the arrangement of: professional itineraries and site visits; dinners with regional families; three- to seven-day homestays; and tours of the city in English or a second language. A series of group visits to regional resources, dinners with host families, holiday hospitality and tickets to cultural events are available to international students, scholars, and faculty registered with GlobalPittsburgh.

For more detailed information, please call 412-392-4513.

## **University Book Center**

The University Book Center (<http://www.pitt.edu/~bookctr/>), at 4000 Fifth Avenue, telephone 412-648-1455, fills all students and faculty, including the Health Sciences, needs for required texts, and stocks the largest diversified selection of general books, calendars, and supplies in the city.

Faculty can open a 30-day net charge account for personal use with a University ID and a signed authorization, available at the service desk. Visa, MasterCard and Discover are also accepted.

In addition to the Book Centers on the Pittsburgh Campus, there is a bookstore at each of the four regional campuses.

## **University of Pittsburgh Press**

As the scholarly publishing arm of the University of Pittsburgh, the University of Pittsburgh Press (<http://upress.pitt.edu/>) publishes approximately 50 books per year in several academic areas and in poetry and short fiction. Founded in 1936, the Press has focused its scholarly titles in selected academic areas: history, political science, Latin American studies, Russian and East European studies, composition and literacy studies, natural history, history and philosophy of science, and topics dealing with Western Pennsylvania. The Press actively solicits manuscripts from University of Pittsburgh faculty and from scholars at other institutions.

An average printing for a University Press book ranges from 750 to 2,000 copies, although some books are printed in quantities as high as 10,000 copies, and they are promoted nationally and internationally. They are sold to bookstores throughout the country by commissioned sales representatives. Numerous reviews and news articles about the Press and its books appear each year in publications ranging from the *New York Times* to the *Slavic Review*. The Press maintains files of these reviews, and the Director welcomes faculty members who wish to look through them. Members of the Press staff are also available to consult with faculty about potential publishers and to meet with faculty and graduate student groups to discuss submitting manuscripts for publication, preparing manuscripts for publication, the peer review process, or other aspects of scholarly publication.

For additional information, please visit the Website at <http://upress.pitt.edu/> or telephone 412-383-2456.

## **ANCILLARY SERVICES**

### **Safety and Security**

The University of Pittsburgh Police Department (<http://www.police.pitt.edu/>) is a professional, full-service agency providing all of the services normally provided by local municipal police, plus many services unique to an academic institution. Of the nearly 130 law enforcement agencies located in Allegheny County, the University Police Department, with 71 full-time, commissioned officers, ranks as one of the largest in the area. In addition, the University employs a large contingent of unarmed security guards to monitor activity in and around residence halls, academic and office buildings, and athletic facilities.

By statute, the University Police have jurisdiction on all University grounds and within 500 yards of the grounds. In addition to enforcing the criminal and traffic codes of the Commonwealth of Pennsylvania, they are also empowered to enforce City ordinances and University rules and regulations (such as the prohibition against carrying weapons on campus). All criminal and suspicious activities should be reported to the University Police through their Communications Center, telephone 412-624-2121.

### **Parking, Transportation and Services**

#### **Parking at the Pittsburgh Campus**

The Parking Services Office, through the University of Pittsburgh Parking and Traffic Ordinance, is responsible for establishing parking regulations, assigning parking permits, citing violators, and arranging special event parking. Detailed information is available online at

<http://www.pts.pitt.edu/>.

Assignment of spaces to faculty members is made through a University waiting list. Applications for parking permits can be made by completing the Parking Agreement (Form 0048) or submitting an application online at <http://www.pts.pitt.edu/parking/application.html>. Up to three parking locations may be listed on the agreement. Rates for day or night and indoor or outdoor parking may be obtained by calling the Parking Office or checking the Website.

No fee is charged for the registration of additional vehicles, including motorcycles, once a permit is assigned. Registered bicycles are issued permits annually without charge. However, these vehicles must be parked in designated areas or they will be cited and/or removed.

Brochures are available to describe parking programs. The Parking Office is located at 204 Brackenridge Hall. For further information, call the appropriate telephone number below, or consult the University of Pittsburgh Traffic and Parking Ordinance available on our Website.

Parking Services	412-624-4034	<a href="mailto:parking@bc.pitt.edu">parking@bc.pitt.edu</a>
Special Event Parking	412-624-8877	<a href="mailto:event@bc.pitt.edu">event@bc.pitt.edu</a>
Appeals	412-624-8899	<a href="mailto:parkappeals@bc.pitt.edu">parkappeals@bc.pitt.edu</a>

### **University Shuttle System**

Faculty members are entitled to ride all of the University of Pittsburgh's buses and shuttles at no charge by presenting their valid University of Pittsburgh identification card to the driver. In addition, all faculty members are allowed two guest riders, space permitting. The fixed routes are maintained and may be identified by viewing the Website. Changes in routes and schedules may be made to adjust for weather conditions. The Department of Parking, Transportation and Services will try to post any changes well in advance on the shuttles and online at <http://www.pc.pitt.edu/transportation/index.html>.

Detailed maps and time schedules are available at the William Pitt Union Information Desk, the Parking Office (204 Brackenridge Hall) and the Transportation Office, in the Forbes Pavilion, located at 3525 Forbes Avenue, telephone 412-624-8612.

University of Pittsburgh faculty displaying a current, valid Pitt ID card may ride all Port Authority Transit (PAT) buses, trolleys and the Monongahela Incline within Allegheny County "FARE FREE" 24 hours a day, 7 days a week, 365 days a year. For schedule information, contact the Department of Parking, Transportation and Services at 412-624-8612 or the Port Authority at 412-442-2000. Information on Port Authority routes can be found at the William Pitt Union, the Parking Office, and online at <http://www.portauthority.org/>.

For further information, please contact the Transportation Office, Forbes Pavilion, located at 3525 Forbes Avenue, telephone 412-624-8612, or e-mail [transsys@pitt.edu](mailto:transsys@pitt.edu).

### **SafeRider**

SafeRider is the University's evening escort service. It is available from 7:00 p.m. to 3:00 a.m. Sunday through Wednesday, and from 7:00 p.m. to 5:00 a.m. Thursday through Saturday. The purpose of SafeRider is to provide safe transportation when special, non-emergency needs arise for students, staff and faculty. SafeRider is not for use by those on fixed shuttle routes and only stays within the Oakland area. To see a map of the service area, visit

<http://www.pc.pitt.edu/transportation/saferider.html>. There is a 20 ride limit per semester. This service is provided by calling 412-648-2255.

### **Disability Resources and Services**

Transportation is provided within a designated area, for faculty and staff with temporary or permanent disabilities. The Disability Shuttle operates on a first-come basis; therefore, riders should contact the office, telephone 412-648-7890 or e-mail [vanride@pitt.edu](mailto:vanride@pitt.edu), at least two days in advance to schedule this service. Specific details regarding the shuttle, including eligibility requirements, are available at <http://www.studentaffairs.pitt.edu/drsshuttle>.

### **Ridesharing Program**

The program's services are free and include computerized matching for riders and distribution of Port Authority Transit schedules and maps, plus the following:

#### *Carpooling*

Computerized lists of interested carpoolers are mailed or can be picked up at the Ridesharing Office. Benefits of carpooling include preferred parking in select University parking facilities, a discount on monthly permit costs, Guaranteed Ride Home in case of a daytime emergency, and courtesy parking up to two times per term. Courtesy parking arrangements must be made 24 hours in advance with the Ridesharing Office. Even though several employees may rotate their autos in the carpool group, only one parking permit is required.

#### *Vanpooling*

Available to employees who have a daily round-trip commute of 25 miles or more. Groups of 14 passengers pay a set monthly fare calculated to offset the operating costs of the van including fuel and parking. Current vanpools accommodate the following schedules: 8:00 a.m. - 4:30 p.m. and 8:30 a.m. - 5:00 p.m. Riders are eligible for Guaranteed Ride Home, courtesy parking up to two times per term and fare discounts once per quarter. Free trial rides are available.

#### *Bicycling*

All bicycles used, parked, or stored on University property are to be registered. Bicycle registration serves as a deterrent to theft, helps in the identification of lost or stolen bicycles and enables the Department of Parking, Transportation and Services to better serve cyclists' needs while on campus. Bicycle permits are free and valid until June 30 of each year. Bike racks are located throughout the campus. Lockers may be rented for a nominal fee on a term-by-term basis.

#### *Guaranteed Ride Home*

Available to faculty in a registered carpool or registered vanpool. This service guarantees the faculty member a ride home, in case of a daytime illness or an emergency, at no cost. Rides are arranged by the Department.

#### *Courtesy Parking*

Available to faculty in a registered carpool or registered vanpool and must drive his or her own car to work. This service can be used up to twice per term. For more information telephone 412-624-0687 or e-mail [mailto:rideshare@bc.pitt.edu](mailto:mailto:rideshare@bc.pitt.edu).

## **Vehicle Rental**

Sedans, mini-vans, and 15-passenger vans are available for University business trips. A Business Travel Request (Form 0062) is required to rent a vehicle from the Vehicle Rental Office. A daily rental fee is charged to the user's departmental budget. Advance reservations can be made by contacting the Office, telephone 412-648-7690, or e-mail [autoorent@pitt.edu](mailto:autoorent@pitt.edu). The Vehicle Rental Office is located at Forbes Pavilion, 3525 Forbes Avenue.

## **Travel Management**

The University's Office of Travel Management (<http://www.pts.pitt.edu/Travel/index.html>) has certified several travel agencies that are authorized to accept a Business Travel Request (Form 0062) as the form of payment in exchange for commercial airfares, train tickets, and group travel services only. Airfares may be purchased from an approved travel agent. Certified travel agents must receive a properly authorized Business Travel Request prior to releasing travel documents. Airline, hotel and car rental reservations also may be made through one of the University approved travel agents listed on the Travel Management Web site at <http://www.pts.pitt.edu/Travel/resources/agents.html>.

Personal travel may also be arranged through any one of these travel agencies.

The University's Office of Travel Management coordinates all University travel activities and is available to provide information and guidance. In addition, contact Travel Management to apply for PNC Visa and Diners Club cards and to arrange household goods relocation requests.

The Office of Travel Management is located at 118 Forbes Pavilion, 3525 Forbes Avenue, telephone 412-624-4433, e-mail [travel@pitt.edu](mailto:travel@pitt.edu) or visit the Website at <http://www.pts.pitt.edu/Travel/index.html>.

For additional information, refer to the University's travel policy, University Policy 05-07-01 (<http://www.cfo.pitt.edu/policies/policy/05/05-07-01.html>), *Travel and Business Expense*.

## **On- or Off-Campus Office/Laboratory Moving Services**

Faculty members planning an on-campus office move must submit a Move Request Form (Pitt 1551) to the Moving Office at 400 North Lexington Avenue or by fax to 412-244-7083. For more information, or to request a Move Request Form, call the Moving Office, telephone 412-244-7080, or e-mail <mailto:CENTREC@pitt.edu>.

## **Off-Campus Living and Housing Services**

Off-Campus Living (<http://www.ocl.pitt.edu/>) provides assistance and information to students, staff, and faculty of the University of Pittsburgh in identifying, renting, leasing, or purchasing suitable living accommodations. In conjunction with the departments of Housing Services, which manages on-campus residence halls for undergraduates, and Property Management (<http://www.pitt.edu/~property/>), which operates a number of off-campus apartment buildings for students, staff and faculty, it is the primary University resource for quality housing. Housing Services maintains information on University-owned apartments, an Apartment/Roommate Matching Service, a Sublet Service, maps of the City and surrounding areas, rental tips, campus shuttle schedules, free local telephone service to contact landlords,



and Apartment Listings of units inspected and approved by the City of Pittsburgh.

For more information, visit the Housing Services Web site, <http://www.pitt.edu/~property/>, or telephone 412-624-6998.

## **Dining Services**

Dining Services, coordinated and administered through Panther Central, offers a variety of campus dining options. For more information, stop in or call Panther Central, Litchfield Towers Main Lobby, 412-648-1220, or visit the Website at <http://www.pc.pitt.edu/dining/index.php>.

Catering for University-wide, school or departmental events on the Pittsburgh Campus is provided through the Department of Dining Services by Sodexo Management Services. Outside catering may only be brought in with prior approval from the Department of Dining Services by groups needing religious or ethnic food not offered on campus. Any alcohol service on campus must be done through Campus Catering (412-648-2302).

For additional information, contact Campus Catering at 412-649-2302, or visit the Web site at <http://www.catering.pitt.edu/>.

## **University Child Development Center**

The University Child Development Center (<http://www2.hr.pitt.edu/UCDC/>) (UCDC), located at 635 Clyde Street, serves faculty, staff, and students of the University by providing quality early childhood education/child care for children ranging in age from six weeks through six years. The program is open from 7:00 a.m. to 6:00 p.m., Monday through Friday. Parents use the program according to their work and/or study schedules. There is a full-day kindergarten available. A summer school-age program serves children from six through twelve years of age and is available through the third week in August. A nutritionally balanced meal program is provided.

The program is staffed with professionals who design and implement plans based on their knowledge of early childhood education and development, and on the strengths each child has exhibited, as well as their individual learning styles.

Parents are advised to put children on the waiting list as early as possible. For additional information, telephone 412-383-2100.

## **Duplicating Services**

Copy Cat (<http://www.copycat.pitt.edu/>) is the University's focal point for custom course material production. This is a comprehensive service that includes acquiring copyright permissions, printing, binding, and selling of completed packets from its 3949 Forbes Avenue location. For further information, telephone 412-624-0553.

Copy Cat also has a networked Electronic Printing Center. This enables Copy Cat to provide short-run, full-color and black and white, digital, on-demand printing services. These services are available to anyone with a desktop computer and can be accessed via PittNet, diskette, or hard copy. For further information, telephone 412-624-4021.

Copy Centers are also located on the Pittsburgh Campus for low-cost, quick turnaround duplicating. The Duplication Service Request (Form 0124) is used for requesting this type of service.

For further information about Copy Centers, telephone 412-624-6135.

## **Mailing Services**

University Mailing Services, located at 400 North Lexington Avenue, is responsible for processing all incoming and outgoing University mail. Several of the mail preparation functions provided include addressing, inserting, metering and sorting, according to United States Postal Service regulations. If you have bulk mail, call Mailing Services at 412-244-7050. All outgoing mail must be accompanied by the Mailing Request Form 0007.

For additional information, refer to University Policy 10-01-02 (<http://www.cfo.pitt.edu/policies/policy/10/10-01-02.html>), *University Mail*, telephone 412-244-7050, or fax 412-244-7070.

## **Packages Plus**

Packages Plus, located in Tower B of the Litchfield Towers, is the place for low-cost, high-quality personal mailing services at the University. Services include: packing, wrapping supplies, shipment by UPS, U.S. Mail, and Federal Express of personal mailings. Packages Plus also provides stamps, post cards, fax services and copies. For additional information, telephone 412-624-4883 or fax 412-624-4884.

## **Express Mail**

The Express Mail Office is located at 3525 Forbes Avenue (Forbes Pavilion) and is responsible for processing domestic and international air delivery needs for same day, next day and second day air service to the 50 states and Puerto Rico.

The Express Mail Office is designed to offer the University community an efficient, cost-effective, customer-oriented express mail service to faculty, staff and students. All express mail must be identified by the shipper's name, address and a valid 32-digit University account number. In order for the University to utilize the express mail service, pre-printed air bills must be used. These air bills are free of charge and must be ordered through the Express Mail Office. Send a faxed memo, identifying your name, department name, street address, zip code and, most importantly, include a valid 32-digit University account number.

For additional information, refer to University Policy 10-01-02 (<http://www.cfo.pitt.edu/policies/policy/10/10-01-02.html>), *University Mail*, telephone 412-624-3127 or fax 412-624-8616.

## **Meeting Rooms**

The University encourages the use of its facilities for meetings of a professional nature. Policy, administration, control, and assignment procedures have been established for the use of University facilities. Inquiries for the use of the meeting rooms by faculty, staff, alumni, and outside groups can be directed to the Office of the Registrar, telephone 412-624-7640.

For additional information, refer to University Policy 04-01-01 (<http://www.cfo.pitt.edu/policies/policy/04/04-01-01.html>), *Extracurricular Use of University Facilities*.



## Surplus Equipment Recycling and Disposal

The University has established an attractive program to recycle used office equipment, motor vehicles, and computer equipment. This program is available for University employees to outfit their offices and for a personal purchase. This program provides for reimbursement of a percentage of the sales proceeds to the releasing University department, and offers good prices to buyers.

For additional information, refer to University Policy 10-06-04 (<http://www.cfo.pitt.edu/policies/policy/10/10-06-04.html>), *Surplus Equipment Recycling and Disposal*, or telephone 412-624-3098.

## Ticket Services

The Ticket Office (<http://www.drs.pitt.edu/ticketwpu>), located on the Main Floor of the William Pitt Union, is open from 9 a.m. to 5 p.m., Monday through Friday. Student tickets for University events, Port Authority Transit passes and Airport Transportation Shuttle tickets may be purchased through this office. For additional information, telephone 412-648-7814.

Student tickets for Pitt basketball and football games, as well as tickets to other Pitt athletic events, are available through the Peterson Events Center Ticket Office. For additional information, telephone 412-648-PITT [7488], or visit the Website at <http://www.pittsburghpanthers.com/tickets/pitt-tickets.html>.

## Intercollegiate Athletics

The University fields varsity intercollegiate teams (<http://www.pittsburghpanthers.com/#>) in men's and women's sports. The men's varsity sports are baseball, basketball, cross country, football, indoor track, outdoor track, soccer, softball, swimming and diving, and wrestling. The women's program includes basketball, cross country, gymnastics, indoor track, outdoor track, soccer, softball, swimming and diving, tennis, and volleyball.

The University of Pittsburgh is a member of the BIG EAST Conference. The men's and women's basketball teams, the men's baseball and soccer teams, and the women's volleyball and soccer teams play a round-robin regular season conference schedule, and also compete in BIG EAST Conference Championships. The women's softball team plays in the Conference round-robin schedule. The cross country, indoor and outdoor track, swimming and diving, and tennis teams do not play a round-robin regular season schedule but do participate in BIG EAST Conference Championships. The women's gymnastics team participates in the East Atlantic Gymnastics League, and the wrestling team is a member of the Eastern Wrestling League. The football team is a member of the BIG EAST Football Conference and plays a regular season schedule against the other members to determine the Conference Championship.

Up to four season football tickets may be purchased by full-time faculty members at a 20 percent discount. Individual game tickets for football are also available at a 20 percent discount. On an as-available basis, full-time faculty may also purchase two men's basketball season tickets at a savings of 20 percent. Information concerning football ticket purchase plans is sent to all University employees prior to the start of each season. For additional ticket information, telephone the Panther Ticket Office, 412-648-PITT [7488].

## Physical Recreation Facilities

The athletic and recreational facilities of the Bellefield Hall, Trees Hall, and Fitzgerald Field House have been designed to accommodate faculty and staff during designated hours (<http://www.physicalactivity.pitt.edu/HealthandFitness.aspx>). During the academic year, the Athletic Facilities Scheduling Office posts available times for swimming, squash, racquetball, tennis, exercise rooms, indoor track, and other sports areas. A valid University ID card is necessary for admission. Lockers are available in Trees Hall on a day-to-day basis without charge; however, for these transient lockers, a lock must be provided by the user. For those wishing to rent a locker from September 1 through July 31 of the following year, a limited number of lockers are available at a nominal fee. The fee includes the locker, a lock, and certain items of basic clothing needed for recreational purposes. Equipment such as racquets, balls, etc. is not included in the rental fee.

For additional information, refer to University Policy 04-01-04 (<http://www.cfo.pitt.edu/policies/policy/04/04-01-04.html>), *Use of University Athletic Facilities*.

The Department of Health and Physical Activity in the School of Education usually conducts a summer program of instruction in a variety of sports and games for children of faculty and staff members (<http://www.kinderkinetics.pitt.edu>). A small fee helps cover necessary instructional costs.

## University Wellness Program

The University Wellness Program (<http://www.education.pitt.edu/wellness/>) is coordinated by the School of Education and offers faculty and staff health fitness services including exercise testing for cardiovascular fitness, body composition analyses, blood lipid profiles, stress profile, and nutritional evaluations. After completion of the cardiovascular screening, participants can enter supervised exercise programs.

For additional information about the program and the services it provides, telephone 412-648-8251 or visit the Wellness Program Office, located in A149 Trees Hall.

## Sexual Assault Services Office

The University's Office of Sexual Assault Services is committed to raising an awareness of sexual assault and discrimination and eliminating gender-based violence and exploitation in the University community. The office provides counseling, referrals, resources, and individual consultations for faculty, staff, and students. For additional information, contact the Sexual Assault Services Office, 334 William Pitt Union, telephone 412-648-7930.

## LifeSolutions

LifeSolutions (<http://www.eapsolutions.com/>) is a free, confidential counseling service available at all five campuses to University of Pittsburgh faculty and staff and their families or household members. Experienced clinicians provide counseling on stress, substance abuse, marital, family, and job-related issues. To contact Life Solutions, please call 1-800-647-3327.

## **U.S. Treasury Savings Bond Plan**

The opportunity to purchase U.S. Savings Bonds through payroll deductions is offered to all employees in regular positions. Bonds are in the face amounts of \$100, \$200, \$500 and \$1,000 and are issued by the Federal Reserve Bank after deductions accrue to the purchase price. Several owner/beneficiary options are available.

To obtain more information about the purchase of savings bonds through payroll deduction, contact the Payroll Department, 207P Craig Hall, telephone 412-624-8083.

## **Credit Union**

The faculty and staff of the University of Pittsburgh and approximately 48 other affiliated institutions form a joint credit union. The Greater Pittsburgh Federal Credit Union is a nonprofit corporation chartered, supervised, and insured by the federal government.

A few services to members include: the convenience of payroll deduction, regular savings accounts as well as Christmas and Vacation Club Accounts, IRAs, both unsecured and secured loans, home equity loans, auto loans, and open-end lines of credit. Credit life and disability insurance coverage is also available at a low cost to the members.

Detailed information may be obtained by visiting or writing to: Greater Pittsburgh Federal Credit Union, Webster Hall, 4415 Fifth Avenue, Pittsburgh, PA 15213, or by telephoning 412-621-6800 or 412-624-2249. Office hours are 9:30 a.m. to 4:00 p.m., Monday through Friday.

## **EXTERNAL RELATIONS**

### **Office of Institutional Advancement**

The primary mission of the Office of Institutional Advancement is to enhance private sector support for the University and, simultaneously, to develop and maintain good relationships with the general public, alumni, and private funding sources. The Office is divided into five areas that are responsible for University-wide advancement activities. These divisions work to build good will among alumni, the corporate and foundation communities and friends of the University and to solicit gifts for University projects from these groups. The five divisions are:

- Alumni Relations
- Capital Campaign Office
- Development Programs
- Corporate and Foundation Relations
  - Individual Giving
    - Annual Fund
    - Planned Giving
    - School-Based Development
  - Heinz Memorial Chapel
  - Special Events
  - Systems and Operations

### **Alumni Relations**

The University's responsibility to its alumni is addressed through the Alumni Relations Office

(<http://www.alumni.pitt.edu/>) that sustains a mutually supportive relationship with over 175,000 alumni living in all 50 states and in 119 countries. The Office encourages and helps to support efforts by alumni organizations, keeps alumni informed of developments both on campus and in alumni ranks, and provides opportunities to utilize resources on the University campus.

The Alumni Relations Office provides an important link with alumni, many of whom serve the institution as volunteers. Alumni volunteers act as sources of information about the institution, assist in recruiting and counseling high school students, help to interpret the academic and financial needs of the University to the public, help to cultivate and inspire financial generosity among the alumni, serve as advocates for higher education in Pennsylvania, and offer career mentoring for alumni and students. In promoting these relationships with the University, the Office welcomes the assistance of faculty members. Faculty are invited to serve as speakers at alumni events and as participants in continuing education programs and seminars. Faculty are encouraged to share information with the Alumni Relations Office about noteworthy achievements and communications with the alumni-of-note.

### **Capital Campaign**

The Office of Institutional Advancement has the responsibility for developing overall plans and strategies for a University-wide comprehensive campaign, as well as all other capital campaign efforts (<http://www.giveto.pitt.edu/index.asp>). The Office of Institutional Advancement will work with, advise, and direct (where appropriate) the development staff, major gift officers, administrative officers, faculty and volunteer leaders, and committees involved in University capital campaign activities. These activities include the identification, recruitment, and training of volunteer leadership for campaign purposes.

### **Corporate and Foundation Relations**

Corporate and Foundation Relations is responsible for relationships between the University and private foundations and corporations.

Faculty members preparing proposals that depend on philanthropic support are required to seek the approval of their department chair, dean and the Provost or Senior Vice Chancellor for Health Sciences. All approaches to prospective individual donors, corporations, or private foundations should be cleared in advance through the Office of Institutional Advancement to avoid duplication of effort and conflict with the overall fundraising strategies of the institution. Development personnel will advise faculty members about possible sources of support for particular projects and consult with them on approaches to prospective donors. Corporate and Foundation Relations is also responsible for the Corporate Matching Gifts Program and the Pitt Ambassadors Program.

### *Annual Fund*

The two major objectives of the Annual Fund are to maximize the amount of dollars obtained for the University and broaden as far as possible the base of support. The Department of Annual Giving is responsible for central Institutional Advancement activities related to the yearly solicitation of individual alumni, faculty, staff, parents, and friends.

The Pitt Internal Campaign (PIC) provides opportunities for individual faculty and staff support and serves as a base for other fundraising and volunteer activities. Each year, faculty and staff members receive an appeal via direct mail and/or the Pitt Telefund. Gifts can be made to the Internal Campaign by check, credit card, or through payroll deduction. Faculty and staff members are encouraged to designate their gifts to their own school, department, or program or may select from more than 2,000 established gift funds that support, for example,

scholarships, fellowships, and professorships. Donations at the \$1,000 level are acknowledged publicly through a recognition program called “The Chancellor’s Circle.” For more information regarding the Pitt Internal Campaign, please contact the Office of Institutional Advancement at 412-624-5800.

### *Planned Giving*

Planned Giving assists donors in making gifts to the University that provide the donors with lifetime incomes. The Office also helps donors make gifts of real estate, securities, life insurance, and other tangible assets, or through their wills, trusts, or qualified retirement funds.

### *School-Based Development*

Each school or major academic center within the University has its own Director of Development, who is responsible for the cultivation of prospective donors, the acquisition of major gifts, drafting corporation/foundation proposals, and working closely with deans/directors/campus presidents and faculty to identify particular funding needs.

## **Systems and Operations**

### *Systems*

The University of Pittsburgh appreciates the generosity of alumni and friends. The primary responsibility for Systems is to record and promptly acknowledge all pledges and gifts to the University. All funds received are credited to the correct account and promptly deposited; gifts are accepted and administered in a manner which does not jeopardize the University’s status as a tax-exempt educational institution.

Faculty gifts and commitments should be forwarded to the Director of Development for their school. The Director of Development will then forward the gifts/commitments to the Office of Institutional Advancement for processing.

### *Stewardship Services*

Stewardship Services is responsible for overseeing several recognition programs, including the acknowledgment system, the Honor Roll of Donors, volunteer recognition, and donor relations. Stewardship also provides assistance to donors in an effort to build lifetime relationships with the University, foster positive attitudes toward support of the institution, and involve donors in a more personal manner.

## **Heinz Memorial Chapel**

The Heinz Chapel (<http://www.heinzchapel.pitt.edu/>) Office has responsibility for the scheduling, policy and procedures pertaining to the use of the Chapel for events and services. The Chapel is non-denominational and is available for a variety of University functions in addition to the religious services and weddings that are held there. The Heinz Chapel Office is located at 1212 Cathedral of Learning, telephone 412-624-4157.

## **Special Events**

The Office of Special Events manages all official, social and ceremonial functions sponsored by the University of Pittsburgh under the aegis of the Office of the Chancellor. The Office is located at 1200 Bruce Hall, telephone 412-624-7100.

For additional information, visit the Institutional Advancement Website at <http://www.giveto.pitt.edu/>.

## **Public Affairs**

The Office of Public Affairs guides the University in creating communications programs essential to meeting the goals and needs of the institution. Through the creation of programs to achieve specific outcomes and to fill appropriate marketing needs, Public Affairs works to build relationships with constituent audiences and advance such goals as student and faculty recruitment, fundraising, and community and government relations.

The professional staff of Public Affairs' Departments of News and Magazines and University Marketing Communications work with individual University clients to determine advancement and marketing needs and to devise appropriate strategies and programs to meet those needs. These programs integrate communications elements such as market research, media relations, publications, videos, internal University communications, Web sites, CD-ROMs, advertising, specially designed events and others to accomplish communications strategies.

The Public Affairs office is located at 400 Craig Hall; telephone 412-624-4147; fax 412-624-1021; or <mailto:hillr@pitt.edu>.

### **University News and Magazines**

The Department of University News and Magazines handles contacts and relations with local, regional, national, international, and University print and electronic media on behalf of the University administration and all schools, departments and centers not covered by the Health Sciences or sports information bureaus. The department also produces *Pitt Med* and *Pitt* magazines and the University weekly newspaper, *Pitt Chronicle*.

The department works with faculty, staff, and administrators in planning and implementing programs to inform external and internal audiences of news about and events taking place at the University. The department provides media liaison; consultation and strategizing; preparation and distribution of print news releases; planning and scheduling of news briefings; arrangements for interviews and media tours; and writing and placing bylined articles and feature stories.

Because faculty achievements and activities are among the University's chief sources of positive publicity, faculty members can be of assistance by informing the department of potentially newsworthy items. These items include the publication of research findings in peer-reviewed journals, the publication of new books, the launching of new academic programs, the receipt of major grants, the presentation of papers at conferences, the planning of major events on- and off-campus, premieres of major creative works, and the appearance on-campus of distinguished guests. Simply contact the department well in advance of an upcoming newsworthy happening by phone, fax, campus mail, or e-mail, and one of the news representatives will follow up for details and to develop a publicity plan.

Faculty members also can help promote the positive public perception of the University by assisting the department when requests are received from print, radio, or television reporters who are looking for experts to comment on topics in the news and of interest to the public.

Faculty members also are encouraged to contact the department when they have important insights to share about issues involving major breaking news stories; news staff members will work to connect such faculty members with members of the media. In addition, those faculty members with journalistic writing ability who have informed comments to contribute to the public debate on issues of pressing current importance are invited to consult with the department in the creation of op-ed articles that the department staff will then offer for placement in the media. Representatives of the department also are available to prepare faculty



and staff members for interviews with print and electronic media.

The Department of University News and Magazines is located in 400 Craig Hall; telephone 412-624-4147; fax 412-624-1021; or <mailto:harvith@pitt.edu>.

### **University Marketing Communications**

University Marketing Communications (UMC) provides the University with graphic design, typesetting, scanning, illustration, writing, editing, marketing consultation, Web design, advertisement design, promotional video production, and printing services. Writers, editors, and designers work with University department personnel to establish budgets, plan, edit, design, and produce effective communications materials. This department also governs institutional identity issues, coordinates correct use of the University's logo, provides editing for University writing style, and advises on graphics-standard issues.

University of Pittsburgh and University of Pittsburgh Physicians (UPP) graphics, printing, Web design, advertising, and video projects paid for out of a Pitt account enter through University Marketing Communications using a requisition. Any outside services related to graphics, printing, Web design, advertising or video projects that are required are coordinated through this department.

All of the University's forms and stationery items are produced through this department. The department operates the Stockroom in B-10 Cathedral of Learning, where all University forms as well as typewriter and copier supplies are available for departmental purchase.

UMC campus locations include: 200 Forbes Pavilion, 2325 Forbes Avenue (graphics, marketing, and Web design officer); 400 Craig Hall (publications, advertising, and marketing communications research offices); B-10 and B-50 Cathedral of Learning (print shop); and B-10 Cathedral of Learning (stockroom).

For additional information about graphics, marketing research, advertising, Web design, printing, promotional video production or forms, please contact the department at 412-624-0409 or 412-624-4147.

### **Executive Communications**

The Office of Executive Communications has as its primary goal the effective development, execution, and dissemination of communications for the Chancellor of the University of Pittsburgh. The office exists to provide the finest communications vehicles possible for the University's chief executive, and is responsible for ensuring the highest quality and greatest continuity possible in all executive-level projects.

Executive Communications is located at 400 Craig Hall; telephone 412-624-4381; fax 412-624-1021.

### **University Times**

The *University Times*, published by the Office of Public Affairs, is a University newspaper for faculty and staff. It is distributed free every two weeks at 60 campus sites. The *Times* welcomes suggestions for news or feature items, and publishes "Opinion" articles and "Letters to the Editor." The *University Times* can be accessed electronically at <http://www.utimes.pitt.edu/>.

The University Times Office is located at 308 Bellefield Hall; telephone 412-624-1373; fax 412-624-4579.

## **Governmental Relations**

Governmental Relations (<http://www.govtrel.pitt.edu/>) is the University's principal source of information and contact on federal, state and local government matters and is the primary institutional point of contact for elected officials and community representatives.

The mission of Governmental Relations is to develop and strengthen effective relationships between the University and federal, state and local governments, and community representative organizations in order to maximize support of University operations and is the principal and "front line" liaison between the University and governmental constituencies. In addition to providing an official point of contact for federal, state, local and community officials and representatives, it works to resolve University/government and University/neighborhood problems and conflicts. This office continually looks for opportunities to promote the University and to secure government funding and partnerships to advance the educational, research and economic development missions of the University. In fulfilling these roles, Governmental Relations is organized to achieve the University's objectives in four major functional areas: Federal Relations, Commonwealth Relations, City/County Relations, and Community Relations.

Members of the staff are available to speak to all University groups and classes -- faculty, staff and students -- on issues related to each of the functional areas. The Community and Governmental Relations office is located on the 7<sup>th</sup> Floor of the Alumni Hall; telephone 412-624-7755; fax 412-624-7707; e-mail [govtrel@pitt.edu](mailto:govtrel@pitt.edu).

### **Federal Relations**

The Federal Relations (<http://www.govtrel.pitt.edu/federal/index.html>) office promotes University interests, programs, personnel, and students with Members of Congress, Congressional staff, and federal Executive Branch agencies, and supports, in the federal arena, the University's administrative, educational, research, and economic development activities and goals. Primary interactions, besides those with members of the Pennsylvania Congressional delegation, are with the Members of Congress, Congressional committees, and agencies that have legislative or administrative oversight of programs of interest to the University community.

Staff proactively seek out and develop opportunities for federal interest in and support of University projects and programs, including financial assistance. Federal Relations staff review legislation and regulations for impact on the University and partner with University administrators, faculty, staff, and students to develop appropriate advocacy strategies. Federal Relations staff also assist Members of Congress, committees, and agencies by providing information and contacts with faculty and collaborate with faculty in facilitating enhanced federal relations.

The Federal Relations telephone number is 412-624-6011.

### **Commonwealth Relations**

As a state-related university, the University of Pittsburgh serves as one of Pennsylvania's three public research universities and fulfills its responsibilities to the Commonwealth through a tripartite commitment to teaching, research and public service. Governmental Relations serves as the University's formal liaison with state government, representing the University's interests in the legislative and executive branches and identifying opportunities to promote a constructive



and collaborative relationship between the institution and the Commonwealth. The staff identify, promote, and develop opportunities for institutional, program and capital project support from state government and review all legislation introduced by the Pennsylvania General Assembly to assess the potential impact on the institution and to develop strategies to promote the University's interests. OGR provides assistance to legislators, committee staff and agency representatives in identifying faculty who are engaged in research or policy studies of relevance to Pennsylvania and serve as liaisons for faculty interested in establishing closer ties with the Commonwealth's legislative and executive branches.

Commonwealth Relations (<http://www.govtrel.pitt.edu/commonwealth/index.html>) telephone number is 412-624-7703

### **City/County Relations**

The municipal governments of the home communities in which Pitt's five campuses are located and, in particular, the City of Pittsburgh, play an important role in providing hospitable environments in which the University can fulfill its missions. Consequently, Governmental Relations seeks to develop and maintain effective working relationships with municipal officials. As the institutional point of contact for City and County government, as well as other regional quasi- governmental entities, the office maintains active liaison and ongoing communications with Pittsburgh City Council and executive branch departments and personnel. In cooperation with other University departments, Governmental Relations staff assist in the development and implementation of strategies to achieve institutional policy, planning and facility development objectives that require governmental review, input or approval.

The staff of the City/County Relations (<http://www.govtrel.pitt.edu/citycounty/index.html>) office can be reached at 412-624-7705.

### **Community Relations**

The Oakland neighborhood is home to the University's largest campus. Consequently, enhancing the relationship between the University and the Oakland community, as well as other adjacent communities, is a critical endeavor of the CGR. On an ongoing basis, CGR seeks to develop and maintain effective communications with neighborhood business and resident organizations and community development corporations. Whenever possible, this is done through the creation of mutually-beneficial collaborative partnerships with these neighbors. Through such partnerships, the University discharges formal obligations, takes advantage of opportunities and removes or ameliorates obstacles to institutional progress.

Community Relations also coordinates the Faculty and Staff Volunteer Pool (<http://www.commrel.pitt.edu/AboutFSSC.html>), which presents opportunities for faculty and staff participation in community service projects identified by community organizations. Staff also coordinate institution-wide service projects, including the United Way Day of Caring, Pitt's Partnership for Food, and the University Blood Drive Program.

Staff at the Community Relations office can be reached at 412-624-7720. For more information on the Pitt Volunteer Pool, telephone 412-624-7709. Information on the University Blood Drive Program can be acquired by calling 412-624-7702.

# INDEX

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## Instructions for Using the Index

If you would like to jump directly to a page number listed in the index, hold the “**SHIFT**” and “**CTRL**” keys down and press “**N**”. This will bring up a “Go To Page” dialogue box in which you may type the page number you wish to view. Then click the “**OK**” button to view the page.

- Academic Calendar, 70
- Academic Integrity, 67
- Access to Employee Personnel Files, 44
- Access to Students' Educational Records, 69
- Administration, 14
- Advanced, Degrees, additional, from the University of Pittsburgh restrictions, 44
- Advisory Council on Instructional Excellence, 19
- Affirmative Action, Policies, 45
- Alcohol, policy, 61
- Anti-Harassment Policy Statement, 57
- Appeals Principles and Procedures, 38
- Appointment and Tenure, general policies, 22
- Assistant Professor, criteria for, 24
- Associate Professor, criteria for, 24
- Audiovisual/multimedia equipment, 108
  
- Biosafety Committee, 64
- Bloodborne Pathogens, University Policy, 63
- Board of Trustees, 14
- Bradford, 12
- Business Travel Accident Insurance, 95
- Bylaws, University of Pittsburgh, 21
  
- Carpooling, 113
- Center for Instructional Development and Distance Education, 108
- Center for Philosophy of Science, 107
- Central Research Development Fund (CRDF), 83
- Chancellor's Distinguished Awards, 34
  
- Child Development Center, 115
- Commencement, 75
- Commercialization of Inventions, 84
- Commonwealth Relations, 124
- Community and Governmental Relations, 124
- Community Relations, 125
- Compensation, 85
  - Overload Pay, 85
  - Paychecks, 85
  - Salary Increase Policy, 86
- Competitive Medical Research Fund, 83
- Computer Resources, access and use, 60
- Computing Services and Systems
  - Development (CSSD), 100
  - CourseWeb, 102
  - Computer Accounts, 101
  - Computing Classrooms, 102
  - Computing Labs and Connectivity for Students, 104
  - Scientific Computing, 103
  - Software Licensing Services, 103
  - Technology Help Desk, 102
  - Technology Training, 104
- Conflict of Interest – Consultants, 80
- Conflict of Interest – Research/Teaching, 79
- Conflict of Interest, general policies for employees, 80
- Consulting and Outside Professional Service, 52
- Copyrights, policy, 74
- Council of Deans, 18
- Council on Academic Computing, 19
- Credit Union, 119
  
- Daycare, 115
- Departmental Libraries, 99
- Disabilities, accommodation, 45

Disability Resources and Services, 113  
 Distinguished Professorships, 33  
 Division of Student Affairs, 75  
 Domestic Partner Benefits, 95  
 Drug-Free Workplace, policy, 61  
 Duplicating Services, 115

Educational Benefits, 91  
     Children Attending Other Institutions, 93  
     Children Attending Pitt, 92  
     Faculty Members, 91  
     Faculty Spouses, 92  
     Tuition Exchange Scholarship Program, 93  
     Tuition Scholarships for Other Institutions, 93

Emeritus/Emerita Status, 42  
 Employment of Relatives (Nepotism), 46  
 English Language Fluency, 75  
 Environmental Health and Safety, 63  
 Equipoise, 19  
 Evaluating faculty performance, 66  
 Evaluation of Teaching, 108  
 Extending Offers, 43

Faculty Assembly, 16  
 Faculty Development, 66  
 Faculty-Student Relationships, 69  
 Falk School, 94  
 Financial Exigency, 27  
 Freshman Convocation, 75  
 Fringe Benefits  
     Annual Medical Evaluation, 91  
     Change in Family Status, 87  
     Contributory Pension Plan, 90  
     Dental Coverage, 88  
     Dependent Care Spending Accounts, 89  
     Disability Benefits, 89  
     Eligibility, 87  
     Flexible Spending Accounts, 89  
     Group Term Accidental Death and  
         Dismemberment Insurance (AD&D), 88  
     Group Term Life Insurance, 88  
     Health Care Spending Accounts, 90  
     Introduction, 86  
     Long-Term Care Insurance, 88  
     Medical, 88  
     Noncontributory Defined Benefit Pension  
         Plan, 90

    Optional Dependent Group Term Life  
         Insurance, 89  
     Participation Guidelines, 87  
     Retirement Program, 90  
     TIAA/CREF, 90  
     Vanguard Group, 90  
     Vision Coverage, 88

Full- and Part-Time Non-Tenure-Stream  
 Faculty, 29  
 Full-Time to Part-time Status, 26

GlobalPittsburgh, 111  
 Governance, School and Campus, 17  
 Grade Reporting, 70  
 Graduate Faculty, 32  
 Greensburg, 13  
 Grievances, Faculty, 39

Health Sciences Library System, 98  
 Hillman Library, 98  
 History, University, 12  
 Holidays, University, 51  
 Honors Convocation, 75  
 Housing Services, 114  
 Human Subjects in Research, 78

ID Center, 46  
 Immigration Requirements, 46  
 Indemnification, Policy and Procedure, 54  
 Information Technology Steering  
     Committee, 20  
 Institutional Advancement, Office of, 119  
     Alumni Relations, 119  
     Annual Fund, 120  
     Heinz Memorial Chapel, 121  
     Special Events, Office of, 121  
 Instructor, criteria for, 24  
 Intercollegiate Athletics, 117  
 International Services, Office of, 109

Johnstown, 13  
 Joint Appointments, 34

Laboratory Animals in Biomedical Research  
     or Teaching, 79  
 Laboratory Moving Services, 114  
 Learning Research and Development  
     Center, 105

Leaves of Absence  
     Leave for professional enhancement, 48  
     Medical and family leave policy, 49  
     Sabbatical leave, 47  
     Unpaid Leave of Absence, 48  
 Length of Appointments, 36  
 Liability Insurance, 95  
 Librarians, Faculty, 30  
 Libraries, 98  
 LifeSolutions, 118  
  
 Mailing Services, 116  
 Marketing Communications, 123  
 Meeting Rooms, 116  
 Mission Statement, 11  
 Moving – Household Goods Relocation, 61  
  
 News, Information, and National Media  
     Relations, 122  
 Nondiscrimination Policy Statement, 3  
 Non-Tenure-Stream Titles and Ranks, 29  
  
 Office Hours, 70  
 Office of Measurement and Evaluation of  
     Teaching, 108  
     Evaluation of Teaching, 109  
  
 Parking, Transportation and Services, 111  
 Part-Time Tenured or Tenure-Stream  
     Faculty, 27  
 Patent Policy, 81  
 Personal Use of University Resources and  
     Services, 59  
 Photocopying Policy, 72  
 Physical Recreation Facilities, 118  
 Pittsburgh Supercomputing Center, 105  
 Planning and Budgeting System, 17  
 Planning for Retirement, 42  
 Police, 111  
 Professional School Libraries, 99  
 Professional Service, 53  
 Professor, criteria for, 25  
 Promotion and Tenure Reviews, 38  
 Provost's Advisory Committee on Women's  
     Concerns, 20  
  
 Provost's Advisory Committee on  
     Undergraduate Programs, 18  
 Provost's Advisory Council on  
     Instructional Excellence, 19  
 Public Affairs, Office of, 122  
 Public Office, holding, 53  
  
 Radiation Safety, 64  
 Recycling, 62  
 Reduction in Length of Faculty Contracts,  
     37  
 Research Allocations, policy, 82  
 Research and Other Sponsored Projects  
     Proposals, 78  
 Research Conduct and Compliance Office,  
     82  
 Research Integrity, 77  
 Research Integrity, Office of, 78  
 Research Investigators, Rights, Roles, and  
     Responsibilities of, 77  
 Research, Office of, 82  
 Resignation, 43  
 Retired Faculty, Policies, 40  
 Reviews, Faculty, 38  
 Role of the Faculty Member, 66  
  
 Safety and Security, 111  
 Sexual Assault Services Office, 118  
 Sexual Harassment, policy, 57  
 Small Grants Program, 83  
 Smoking, policy, 62  
 Social Security, 96  
 Standing Committees of the Senate, 16  
 State-related designation, 13  
 Student Absences, 70  
 Student Code of Conduct and Judicial  
     Procedures, 69  
 Students with Disabilities, 76  
 Summer Session, 109  
 Summer Term and Session Appointments,  
     37  
 Surplus Equipment Recycling and Disposal,  
     117  
  
 Technology Management, Office of, 84  
 Technology Transfer, 81  
 Telecommunications, 105

Tenure  
     academic, 21  
     obligations and responsibilities, 22  
     purposes, 21  
 Termination of Appointment for Cause, 29  
 Textbooks and Supplies, Instructional  
     Materials, and Subscriptions, 71  
 Ticket Services, 117  
 Titusville, 13  
 Transfer of Faculty from Tenure-Stream  
     Appointments to Appointments Outside  
     the Tenure Stream, 31  
     Type A--Temporary Transfer, 31  
     Type B--Permanent Transfer, 31  
 Travel and Business Expenses, 60  
 Travel Management, 114  
 Tuition Exchange Scholarship Program, 93  
  
 U.S. Treasury Savings Bond Plan, 119  
 Unavoidable Absences, 71  
 Unemployment Compensation, 96  
 University Book Centers, 110  
 University Center for International Studies,  
     106  
  
 University Center for Social and Urban  
     Research, 107  
 University Council on Graduate Study, 18  
 University Library System, 98  
 University of Pittsburgh Press, 111  
 University Planning and Budgeting  
     Committee, 17  
 University Research Council, 19  
 University Senate, 15  
 University Times, 123  
 University Titles and Name, policy and use,  
     59  
  
 Vacations, 52  
 Van Call Service, 111  
 Vanpooling, 113  
 Vehicle Rental, 114  
 Visitors to Labs and Shops, guidelines, 65  
  
 Weather Conditions, policy, 62  
 Wellness Program, 118  
 Workers' Compensation Insurance, 96

# University of Pittsburgh School of Nursing

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## Guidelines for Faculty Appointment and Promotion

Approved 6/17/11

**University of Pittsburgh  
School of Nursing**

**Guidelines for Faculty Appointment and Promotion**

Introduction .....	1
Faculty Appointment by Rank .....	1
Appointment, Reappointment and Promotion Process .....	1
Minimum Qualifications for Faculty Appointment by Rank – School of Nursing.....	2
<i>Detailed Information is available in the appendix</i>	
Criteria to be used as Guidelines for Reappointment/Promotion as Defined by Rank	
Tenure Track – Assistant Professor .....	4
Tenure Track – Associate Professor .....	5
Tenure Track – Professor.....	7
Non Tenure Track – Instructor .....	9
Non Tenure Track – Assistant Professor .....	10
Non Tenure Track – Associate Professor .....	11
Non Tenure Track – Professor.....	13
Non-Tenure Track – Research Assistant Professor .....	15
Non-Tenure Track – Research Associate Professor .....	16
Non Tenure Track – Research Professor.....	17
Non Tenure Track – Clinical Instructor.....	18
Non Tenure Track – Clinical Assistant Professor.....	19
Non-Tenure Track – Clinical Associate Professor .....	20
Non-Tenure Track – Clinical Professor .....	21

# University of Pittsburgh

## School of Nursing

### **Introduction**

This document has been developed for the purpose of informing members of the School of Nursing at the University of Pittsburgh of the policy and procedures associated with appointment, reappointment and promotion. The University of Pittsburgh Appointment and Tenure Policy sets forth the principles upon which School of Nursing faculty appointments and promotions are based. These can be found at the University web address: [www.pitt.edu/~provost/handbook.html](http://www.pitt.edu/~provost/handbook.html)

The criteria and guidelines contained in this document supplement and amplify University policies as they are applied in the School of Nursing. The criteria are written to be progressive in nature with each successive rank.

### **Faculty Appointment by Rank**

The minimum qualifications for faculty appointment by rank in the School of Nursing are found on page 2. Academic ranks for faculty in the School of Nursing are Instructor, Assistant Professor, Associate Professor, and Professor. Titles may stand with or without the prefixes Visiting, Research, Adjunct, and Clinical which may be applied at all levels of rank as appropriate.

At the time of appointment individuals must be designated as tenured, tenure stream, or non-tenure stream. Faculty at the University of Pittsburgh School of Nursing must demonstrate continued scholarly contribution to the mission of the organization by sustained excellence in various areas such as teaching, service, and other forms of scholarship. Each faculty member should develop very early, in conjunction with his or her academic mentor(s), a portfolio of scholarly, teaching, and service activities, according to the talents and aspirations of the faculty member and the needs of the department and the School of Nursing.

### **Appointment, Reappointment and Promotion Process**

The procedures outlining the review and promotion processes can be found in the School of Nursing Policy 361: Appointment and Reappointment and Placement Outside of the Tenure Stream and Policy 362: Promotion and Conferral of Tenure. These are appended as references.

Under each rank there are Administrative and Leadership Criteria for those faculty with such responsibilities. It should be noted that exceeding the Administrative and Leadership criteria will not lead to rank promotion.



## **MINIMUM QUALIFICATIONS FOR FACULTY APPOINTMENT BY RANK - NURSING<sup>1</sup>**

(Refer to individual track criteria for additional information)

### **Instructor:**

- A) Preferred: Earned doctorate  
Required: Master's degree in nursing or related field
- B) Indication of knowledge about teaching-learning process as evidenced by educational program or experience teaching
- C) Demonstrated expertise in area of nursing or related field

### **Assistant Professor**

- A) An earned doctorate in nursing or a related field is required
- B) Evidence of or potential for excellence in clinical and/or classroom teaching
- C) Demonstrated expertise in area of nursing or expertise in a related substantive area
- D) Evidence of potential to produce scholarly work

### **Associate Professor**

- A) An earned doctorate in nursing or a related field
- B) Evidence of excellence as a teacher
- C) Evidence of sustained scholarly productivity as indicated by publications, grants, or any other validating material
- D) Expertise recognized at the national/international level

### **Professor**

- A) An earned doctorate in nursing or a related field
- B) Evidence of excellence as a teacher
- C) Evidence of authoritative knowledge and reputation as indicated by publications, grants or any other validating material.
- D) Recognized as a leader in a field through research, writing, professional practice, or leadership in professional and learned organizations.

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<sup>1</sup>Non-nurse faculty will be appointed based upon individual qualifications.

**Criteria to be used as Guidelines for  
Reappointment / Promotion  
as defined by rank**

Tenure Track  
Assistant Professor

I. TEACHING

- A. Demonstrates evidence of increasing depth in an area of specialty
- B. Demonstrates competence in nursing or relevant discipline of teaching competency
- C. Demonstrates evidence of growth toward excellence in classroom and/or clinical teaching indicated by peer and student evaluations, taking into account innovative strategies, use of technology and incorporation of state-of-the-art knowledge, as reflected in the teaching portfolio
- D. Actively contributes to curriculum activities through relevant council and committees
- E. Incorporates evidenced-based practice models in teaching

II. SCHOLARLY ACTIVITIES

- A. Integrates research findings in teaching and practice
- B. Presents papers at state or regional and national meetings
- C. Publishes data-based research articles and other articles in refereed journals
- D. Directs funded research projects which may be internally funded and submits applications for external funding.
- E. Provides consultation on the conduct of research
- F. Participates in other scholarly activities, (e.g., grant reviews, journal peer reviewer, IRB reviews, etc.)
- G. Mentors graduate students

III. SERVICE

- A. Provides community service related to expertise
- B. Contributes to the interdisciplinary collaborative research relationship
- C. Serves as a member, chair, and/or holds offices on School committees. Serves as a member, officer, or chairperson in state and/or regional professional organizations
- D. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Tenure Track  
Associate Professor

I. TEACHING

- A. Has nationally recognized expertise in an area of research
- B. Demonstrate expertise in nursing or relevant discipline and teaching
- C. Demonstrates evidence of excellence in teaching (e.g., classroom, clinical, mentoring of doctoral students) indicated by peer and student evaluations, taking into account innovative strategies, use of technology and incorporation of state-of-the art knowledge, as reflected in the teaching portfolio
- D. Assumes leadership in curriculum activities
- E. Teach critical analysis of evidence in evidenced based practice models

II. SCHOLARLY ACTIVITIES

- A. Integrate and analyze research findings in teaching and practice
- B. Presents papers at national and/or international meetings
- C. Publishes data-based research articles and other articles in refereed journals
- D. Initiates and conducts externally funded peer review research projects in a defined area. Provides consultation on research / clinical and/or education
- E. Achieves significant recognition and/or awards for contributions to one's profession
- F. Participates in other scholarly activities, (e.g., editorial boards, grant reviews, and consultation)
- G. Mentors junior faculty

III. SERVICE

- A. Demonstrates commitment to community service related to professional expertise
- B. Demonstrates leadership within the research arena as a consultant or collaborator in interdisciplinary or inter-institutional research projects
- C. Demonstrates ways to improve the interdisciplinary collaborative relationship
- D. Has chaired or held office in School and/or University committees
- E. Assumes leadership (eg) chairperson, officer, appointed/elected committee member, Board of Directors), state, regional, and/or national professional organizations
- F. Participates in national committees, including advisory committees
- G. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Tenure Track  
Professor

I. TEACHING

- A. Nationally and internationally recognized as having sustained depth and breadth of attainment of authoritative knowledge and reputation in an area of specialty
- B. Recognized as a national and international expert in area of specialization as evidenced by awards, consultation, invited workshops and presentations
- C. Recognized for sustained excellence in teaching (e.g., classroom, clinical, mentoring of doctoral and other students) indicated by peer and student evaluations, taking into account innovative strategies, use of technology and incorporation of state-of-the-art knowledge, as reflected in the teaching portfolio
- D. Assumes sustained leadership in curriculum activities
- E. Teach critical analysis of evidence in evidenced based practice models

II. SCHOLARLY ACTIVITIES

- A. Integrate, analyze and generate protocols in teaching and practice
- B. Presents peer reviewed and invited papers at national and/or international meetings
- C. Publishes data-based articles and other articles in highly regarded refereed journals which impacts the science and practice of professional nursing or other health related disciplines
- D. Conducts a program of research in a well-defined area which is externally funded and peer reviewed
- E. Provide consultation and mentorship on research
- F. Achieves significant recognition and/or awards for professional contributions
- G. Takes a leadership role in other scholarly activities, (e.g. editorial boards, grant reviews, consultation)
- H. Mentors Faculty

III. SERVICE

- A. Demonstrates commitment to community service related to professional expertise
- B. Demonstrates leadership within the research arena as a consultant or collaborator in interdisciplinary or inter-institutional research projects
- C. Demonstrates ways to improve the interdisciplinary collaborative relationship
- D. Has chaired or held office in School and/or University committees
- E. Assumes leadership (eg) chairperson, officer, appointed/elected committee member, Board of Directors), state, regional, and/or national professional organizations
- F. Participates in national committees, including advisory committees
- G. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Non Tenure Track  
Instructor

I. TEACHING

- A. Demonstrates evidence of a current knowledge base in an area of specialty
- B. Participates in activities to maintain teaching competency
- C. Demonstrates evidence of growth toward excellence in classroom and/or clinical teaching indicated by peer and student evaluations, taking into account innovative strategies, use of technology and incorporation of state-of-the-art knowledge, as reflected in the teaching portfolio
- D. Contributes to curriculum activities through input to primary teachers and the chair
- E. Incorporates evidenced-based knowledge in teaching

II. SCHOLARLY ACTIVITIES

- A. Integrates research findings in teaching and practice
- B. Disseminates research findings or clinical expertise to practice (e.g., publications, consultation to clinical agencies, evidenced-based practice protocols) \*
- C. Completes the faculty practice requirement \*

III. SERVICE

- A. Serves as an active member, in local health and/or other community service groups and/or nursing centers or clinical agencies.
- B. Contributes to interdisciplinary- collaborative relationship
- C. Serves as an active member of committees within the School of Nursing \*
- D. Serves as an active member in local professional organizations
- E. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

\*May be waived for faculty teaching 80% or greater in the clinical setting. Evaluation will be based on teaching and related services



Non Tenure Track  
Assistant Professor

I. TEACHING

- A. Demonstrates evidence of a current knowledge base in an area of specialty
- B. Demonstrates competence in nursing or relevant discipline and teaching
- C. Demonstrates evidence of growth toward excellence in classroom and/or clinical teaching indicated by peer and student evaluations, taking into account innovative strategies, use of technology and incorporation of state-of-the-art knowledge, as reflected in the teaching portfolio
- D. Actively contributes to curriculum activities through relevant council and committees
- E. Incorporates evidenced-based practice models in teaching

II. SCHOLARLY ACTIVITIES

- A. Integrates research findings in teaching and practice
- B. Presents papers at state and/or regional meetings \*
- C. Publishes articles in refereed journals (data based or non-data based) \*
- D. Submits applications for foundation/ professional organizations, training grants, etc \*
- E. Provides consultation on the conduct of quality improvement studies in the clinical agency \*
- F. Participates in other scholarly activities, (e.g., journal peer reviewer participates on research teams, book reviews) \*
- G. Completes the faculty practice requirement

III. SERVICE

- A. Provides community service related to expertise
- B. Contributes to the interdisciplinary service / clinical collaborative relationship
- C. Serves as a member, chair, and/or holds offices on School committees \*
- D. Serves as a member in state, regional and/or national professional organizations.
- E. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

\*May be waived for faculty teaching 80% or greater in the clinical setting. Evaluation will be based on teaching and related services

Non Tenure Track  
Associate Professor

I. TEACHING

- A. Has nationally recognized expertise in an area of specialization.
- B. Demonstrate expertise in nursing or relevant discipline and teaching
- C. Demonstrates evidence of excellence in teaching (e.g. classroom, clinical, precepting students) indicated by peer and student evaluations, taking into account innovative strategies, use of technology and incorporation of state-of-the art knowledge, as reflected in the teaching portfolio
- D. Assumes leadership in curriculum activities
- E. Teach critical analysis of evidence in evidenced based practice models

II. SCHOLARLY ACTIVITIES

- A. Integrates research findings in teaching and practice
- B. Presents papers at national and/or international meetings
- C. Publishes book chapters, case studies and/or articles in refereed journals (data based or non-data based)
- D. Initiates and conducts clinical, educational, or research projects with funding (foundation/ professional organizations/ training grants, etc.)
- E. Provides consultation on clinical questions, quality improvement studies, or education
- F. Achieves recognition and/or awards for contributions to one's profession
- G. Participates in other scholarly activities, (e.g., editorial boards, manuscript reviews, video productions
- H. Mentors junior faculty
- I. Completes the faculty practice requirement

III. SERVICE

- A. Demonstrates commitment to community service related to professional expertise
- B. Demonstrates leadership within the practice setting as a clinician or teacher (educator) through development of improved practice, policies, more efficient systems of care, etc.
- C. Demonstrates ways to improve the interdisciplinary collaborative relationship
- D. Has chaired or held office in School and/or University committees
- E. Assumes leadership (e.g., chairperson, officer, appointed/elected committee member, Board of directors, committee member) in state, regional and/or national professional organizations
- F. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Non Tenure Track  
Professor

I. TEACHING

- A. Nationally and internationally recognized as having sustained depth and breadth of attainment of authoritative knowledge and reputation in an area of specialty
- B. Recognized as a national and international expert in area of specialization as evidenced by awards, consultation, invited workshops and presentations
- C. Demonstrates evidence of sustained excellence in outstanding teaching (e.g. classroom, and/or clinical, teaching precepting students) indicated by peer and student evaluations, taking into account innovative strategies, use of technology and incorporation of state-of-the-art knowledge, as reflected in the teaching portfolio
- D. Assumes sustained leadership in curriculum activities
- E. Teach critical analysis of evidence in evidenced based practice models

II. SCHOLARLY ACTIVITIES

- A. Integrate, analyze and generate protocols in teaching and practice
- B. Presents peer reviewed and invited papers at national and/or international meetings
- C. Publishes books, , and/or articles (data based or non-data based) in highly regarded refereed journals, which impact evidence-based practice
- D. Implements major externally funded grants (e.g. foundations, training grants) in a well defined area.
- E. Provides consultation and mentorship on clinical teaching or quality improvement
- F. Achieves recognition and/or awards for professional contributions
- G. Takes a leadership role in other scholarly activities, (e.g., editorial boards, and grant reviews)
- H. Mentors faculty
- I. Collaborates on other externally funded projects
- J. Completes the faculty practice requirement

III. SERVICE

- A. Has demonstrated sustained commitment to community service related to professional expertise
- B. Has recognized leadership within the practice setting as a clinician or teacher (educator) through development of improved practice, policies, more efficient systems of care, etc.
- C. Mentors interdisciplinary colleagues
- D. Has chaired or held office on School and/or University committees
- E. Has demonstrated sustained leadership activities in national and/or international professional organizations
- F. Participates in national committees, including advisory committees
- G. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Non-Tenure Track  
Research Assistant Professor

I. SCHOLARLY ACTIVITIES

- A. Presents papers at state or regional and national meetings
- B. Contributes to data-based research articles and other articles in refereed journals demonstrating an increasing depth in an area of specialization.
- C. Makes substantial contributions to funded research and collaborates on submission of applications for external funding
- D. Participates in other scholarly activities, (e.g- journal peer reviewer participates on research teams, book reviews)
- E. May participate as a guest lecturer and/or precept students in research.

II. SERVICE

- A. Provides community service related to expertise
- B. Serves as a member in state, regional and/or national professional organizations
- C. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

III. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Non-Tenure Track  
Research Associate Professor

I. SCHOLARLY ACTIVITIES

- A. Presents papers at national and/or international meetings
- B. Publishes book chapters, case studies and/or articles in refereed journals (data based or non-data based) demonstrating an increasing depth in an area of specialization.
- C. Initiates and conducts research projects in a defined area
- D. Participates in other scholarly activities, e.g., editorial boards, grant reviews, consultation, and mentoring other faculty, etc.
- E. May participate as a guest lecturer and/or precept students in research.

II. SERVICE

- A. Demonstrates commitment to community service related to professional expertise
- B. Assumes leadership (e.g.) chairperson, officer, appointed/elected committee member, Board of Directors), state, regional, and/or national professional organization
- C. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

III. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Non-Tenure Track  
Research Professor

I. SCHOLARLY ACTIVITIES

- A. Presents peer reviewed and invited papers at national and/or international meetings
- B. Publishes data-based articles and other articles in highly regarded refereed journals demonstrating an increasing depth in an area of specialization.
- C.
- D. Conducts a program of research in a well-defined area
- E. Achieves recognition and/or awards for professional contributions
- F. Participates in scholarly activities, e.g., editorial boards, grant reviews, and consultation
- G. May participate as a guest lecturer and/or precept students in research.

II. SERVICE

- A. Has demonstrated sustained commitment to community service related to professional expertise
- B. Demonstrates sustained leadership in regional, national and/or international professional organizations
- C. Participates in national committees, including advisory committees
- D. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

III. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives



Non-Tenure Track  
Clinical Instructor

I. TEACHING

- A. Demonstrates evidence of a current knowledge base in an area of specialty
- B. Demonstrates growth toward excellence in clinical practice
- C. Demonstrates evidence of growth toward excellence in classroom and/or clinical teaching indicated by participating as a guest lecturer and/or precepting of students, taking into account innovative strategies, use of technology and incorporation of state-of-the art knowledge, as reflected by peer evaluation
- D. Contributes to curriculum activities through input to primary teachers and the chair
- E. Incorporates evidenced-based knowledge in teaching

II. SCHOLARLY ACTIVITIES

- A. Integrates research findings in teaching and practice
- B. Provides consultation to the clinical agency in the utilization and application of research findings

III. SERVICE

- A. Serves as an active member, officer, or chairperson-in local health and/or other community service groups and/or nursing centers or clinical agencies
- B. Contributes to the service-education collaborative relationship
- C. Serves as an active member of committees within the School of Nursing
- D. Serves as a member, in professional organizations
- E. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Non-Tenure Track  
Clinical Assistant Professor

I. TEACHING

- A. Demonstrates evidence of increasing depth in an area of specialty
- B. Demonstrates expertise in nursing or relevant discipline through clinical practice
- C. Demonstrates evidence of growth toward excellence in classroom and/or clinical teaching indicated by participating as a guest lecturer and/or precepting of students, taking into account innovative strategies, use of technology and incorporation of state-of-the art knowledge, as reflected by peer evaluation
- D. Contributes to curriculum activities through input to primary teachers and the chair
- E. Incorporates evidenced-based practice models in teaching

II. SCHOLARLY ACTIVITIES

- A. Integrates research findings in teaching and practice
- B. Presents papers at state and regional meetings
- C. Publishes articles in refereed journals (data based or non-data based)
- D. Submits applications for foundation/training grants etc.
- E. Provides consultation to the clinical agency in the utilization and application of research findings
- F. Participates in other scholarly activities e.g., collaborates with researchers, participates on research projects

III. SERVICE

- A. Provides community service related to expertise
- B. Contributes to the service-education collaborative relationship
- C. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations.

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Non-Tenure Track  
Clinical Associate Professor

I. TEACHING

- A. Has recognized expertise in an area of specialty
- B. Demonstrates evidence of excellence in teaching indicated by participating as a guest lecturer and/or precepting of students, taking into account innovative strategies, use of technology and incorporation of state-of-the art knowledge as reflected by peer evaluation
- C. Contributes to curriculum activities through input to primary teachers and the chair
- D. Teach critical analysis of evidence in evidenced based practice models

II. SCHOLARLY ACTIVITIES

- A. Integrate and analyze research findings in teaching and practice
- B. Presents papers at national and/or international meetings
- C. Publishes book chapters, case studies and/or articles in refereed journals (data based or non-data based)
- D. Initiates and conducts research or quality improvement projects in a defined area

III. SERVICE

- A. Demonstrates commitment to community service related to professional expertise
- B. Assumes leadership (eg chairperson, officer, appointed/elected committee member, Board of Directors), state, regional, and/or national professional organizations
- C. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

Non-Tenure Track  
Clinical Professor

I. TEACHING

- A. Demonstrates sustained depth and breadth of attainment of authoritative knowledge and reputation in an area of specialty
- B. Demonstrates evidence of sustained excellence in teaching indicated by participating as a guest lecturer and/or precepting of students, taking into account innovative strategies, use of technology and incorporation of state-of-the art knowledge as reflected by peer evaluation
- C. Contributes to curriculum activities through input to primary teachers and the chair
- D. Teach critical analysis of evidence in evidenced based practice models

II. SCHOLARLY ACTIVITIES

- A. Integrate, analyze and generate protocols in teaching and practice
- B. Presents peer reviewed and invited papers at national and/or international meetings
- C. Publishes clinical and/or other articles in highly regarded refereed journals
- D. Initiates and conducts sustained program of research or quality improvement project in a defined area
- E. Achieves recognition and/or awards for professional contributions
- F. Participates in scholarly activities, e.g., editorial boards and consultation

III. SERVICE

- A. Has demonstrated sustained commitment to community service related to professional expertise
- B. Has recognized leadership within the practice setting as a clinician or teacher (educator) through development of improved practice, policies, more efficient systems of care, etc.
- C. Demonstrates sustained leadership in regional, national and/or international professional organizations
- D. Participates in national committees, including advisory committees
- E. Participates in service to the profession through consultation or continuing education in the School of Nursing and/or professional organizations.

*\*\*\*For faculty with administrative appointments\*\*\**

IV. ADMINISTRATIVE AND LEADERSHIP

- A. Encourages employee contributions to the achievement of department and school goals through mentoring, motivation, work distribution and timely constructive feedback
- B. Contributes to the development of the vision and goals of the School by generating and evaluating innovative ideas and implementation strategies
- C. Effectively manages department, school and university resources to support School objectives

UNIVERSITY OF PITTSBURGH  
SCHOOL OF NURSING

**INFORMATION FOR NEW FACULTY**

ORIENTATION PROGRAM

**I. Physical Plant, Supplies, Equipment**

- Office needs, such as filing cabinets and furniture, should be requested from the Building Manager. Please see your department staff for requests pertaining to keys and telephones.
- Office assignments are recommended by the Department Chairperson with the approval of the Dean. Contact the Building Manager with any requests.
- Any moving of office furniture or fittings, which means a change of the use of a room/cubicle must have the authorization of the Dean. Contact the Building Manager with any requests.
- General building guidelines for the care of offices and cubicles are available on the school's Intranet.

**II. MY.PITT.EDU - University of Pittsburgh website**

*My Pitt* is your personal guide to the *Pitt* experience. It's your one-stop source for accessing University online services and resources. This includes your website for email, CourseWeb, and other University resources and Academic resources. To Enter:

Go to link: [my.pitt.edu](http://my.pitt.edu) and enter your email screen name, then your email password

**School of Nursing Intranet Site**

Documents and forms are available on the School of Nursing intranet site.

To locate this site, go to the School of Nursing website (<http://www.nursing.pitt.edu>), click on Faculty and Staff (tab at top), then click on Intranet on the list to the left. When you log on to this site, a dialog box will require a user name and password. Check with your department administrator to determine the user name and password (these are recorded in the sample pages under section 1. You can then click on the appropriate heading (*Advisor Resources Center, Documents/Forms, Message Board, Minutes, Policies*) to obtain what you need (e.g. committee listings, faculty absence forms, policies/procedures, etc).

**III. Textbooks, Audiovisual and Library Additions/ Use**

- Textbooks: The University will send out a notice of the deadline for ordering textbooks for courses you will be teaching in the coming term. However, in the School of Nursing, we want all textbook decisions to be made prior to the end of the previous term. This information is shared with the students so that they have the opportunity to find used books, search on-line for better prices, etc. Your department administrator will provide information on the procedure for placing book orders and for processing the order form.
- Audiovisual equipment needed for teaching may be reserved by completing an audiovisual equipment request form available at: <http://www.nursing.pitt.edu/department/cicl/forms.jsp>  
Contact x48601 for emergency needs.
- Faculty may use their University I.D. Card to take books from University libraries.

- Library Additions: Requests for books and periodicals to be added to a library collection should be communicated in writing to Falk Library.

#### **IV. Support for Faculty Seeking Research Funding**

Faculty developing research proposals, and/or proposals for external funding of any nature, should consult with the appropriate Department Chairperson and Departmental Vice-Chair for Research. The School of Nursing follows a strict timetable set by the University; therefore, an initial meeting is encouraged as early as possible on developing the proposal.

#### **V. Master Calendar**

Located in Outlook - Public Folders/School of Nursing, the *Master Calendar* is an up-to-date calendar of events for the School of Nursing faculty and staff members. All committee meetings (date/time/location) are listed on the calendar, as well as special programs, speakers, and school supported events. A department staff member can assist you with finding this in your Outlook.

Events, etc. can be added to the Calendar by notifying Rose Comer (roc54@pitt.edu)

#### **VI. Absence Forms**

A faculty member who plans to be absent on days when School is in session should fill out the Absence Form and submit the form to the Department Chairperson at least one week before the expected absence. The Department Chairperson will forward the form to the Development Office, Room 218. Department Chairpersons and Directors must submit a copy of their own Absence Forms to the Dean.

#### **VII. Policy on Travel and Business Expense Please refer to University policy (05-07-01).**

- Expenses must be properly authorized by your Department Chair or the Associate Dean. If travel is financed by School Seed Money, authorization is given by the grant management staff. All travel expense forms must be processed through the Department Administrator.
- Expenses must be supported by normal obtainable receipts; e.g., hotel bills, taxi receipts, etc. Lodging, meal and incidental expenses are on a per diem rate basis according to University policy.
- Local travel expenses incurred by faculty in carrying out responsibilities for a particular course may be paid at the discretion of the Department Chairperson and should be submitted to the Department Chairperson at the end of each term on a Travel and Business Expense Report.
- Expenses exclusive of the above must be necessary, and essential to the performance of University Business. All other expenses not meeting this criteria cannot be recognized, and therefore, cannot be reimbursed, regardless of the source of funds.
- Electronic airline tickets are to be ordered from an approved University travel agency. In addition, University policy and procedure states that all airfare reservations must be made using a Business Travel Request Form (0062) charged to an account number and submitted to a University certified travel agency.
- WEB FARES: on the rare occasion when airfares offered through an airline's website are less expensive than the fares offered by a travel agent, it is possible for you to be reimbursed for the website airfare, but only if the web fare is less than the agent's airfare. In order to receive reimbursement, the traveler must attach an original ticket receipt to their T&B expense report when it is submitted to Payment Processing (3000 CL), as well as a memo addressed to Payment

Processing briefly stating the fare quoted by the travel agent and the web fare purchased. In addition, the reimbursement can only take place after the journey is complete.

- The University Purchasing card can now be used as a payment method to purchase airfare in addition to a Travel Request. The University approved travel agencies still must be used. Online airfare purchases must be documented to be lower before the P Card is used. See your department administrator for the preferred process.

### **Rules for Reimbursement**

- A properly completed Travel and Business Expense Report must be processed no later than two weeks after returning from a trip.
- Indicate any financial support towards travel/business expense by naming the organization and the exact amount of money paid.
- No Direct Billing or Credit Card expenses can be accepted unless receipted bills are attached. If airline travel has been involved, the ticket stub must be attached even if airfare reimbursement is not being sought.
- Purchased items such as office supplies and books must be purchased through the University and are initiated by submitting a Purchase Order signed by the requisitioner and responsible administrator.
- Employees cannot be reimbursed for personal expenses incurred.
- For expenses where receipts might be impossible to obtain, submit an explanation with the travel expense report.
- Mode of travel must be the least costly available. Ground transportation in excess of \$75 must be properly justified by receipt.
- Parking tolls will be reimbursed where appropriate.

The University Policy and Procedure Manual provides further details regarding procedures for reimbursement for travel.

### **VIII. Use of School of Nursing Photocopying Machines**

Faculty who wish to do personal photocopying must use the copiers in the ETI which take “panther funds.” If you already have an ID card, to add money to your ID, either go to Panther Central located in the Towers dorm lobby, or call 412-648-1100. If you don’t have an ID, you need to go to Panther Central. There are also other photocopying machines available on a cost-per-copy basis in various University buildings throughout campus

### **IX. Curriculum Vitae**

Faculty curriculum vitae are updated in the departments on an annual basis. See *Evaluation/ Reappointment / Promotion / Merit / CV* under “Documents and Forms” on the Intranet for a copy of the format.

### **X. Use of Substation for Duplicating**

A Central Printing Substation Printing Shop in Scaife Hall can be utilized for large printing jobs. Completed projects will be delivered to the Office of the Dean. The originator of the work will be phoned to pick up the photocopying once it is delivered. Please see your department administrator on how to complete the Duplicating Service Request form.

#### **XI. Classroom or Meeting Room Scheduling**

Room assignments for scheduled classes or conferences are made on a term basis. If an occasional meeting room is needed, you should see your department staff administrator. If additional rooms are needed, the request is to be placed with staff in the ETI, using a form which is found on the School's intranet site. They will schedule the room and send written confirmation of place, date and time. Appropriate request forms can be obtained from your department staff. Requests for use of the 1st Floor lobby or ETI multi-purpose room are also placed with ETI staff at least one week prior to planned use via forms which are provided on the intranet. You may also use <http://www.nursing.pitt.edu/department/cicl/forms.jsp> to access these forms.

#### **XII. Professional Nurse Registration**

The display copy of current Pennsylvania licensure is to be filed in the Office of the Dean, Room 350, upon initial appointment. Renewals of all certifications are to be submitted as well.

#### **XIII. School Academic Policies and Procedures Manual**

Academic and administrative policies particular to the School of Nursing, developed and approved by the Faculty Organizations and Administration are accessible on the School of Nursing Web site. Faculty are advised to become familiar with the School's policies and procedures. Commonly referred to policies affecting student progression are contained in the Student Handbooks.

#### **XIV. Student Injury or Illness Occurring While in Clinical Areas**

- Student health problems are generally referred to Student Health in the Medical Arts Building or to their private physician.
- Duty related injuries or illnesses of an emergency nature may need to be assessed at the assigned clinical agency. All students are required to have health insurance and are responsible for the cost of such emergency care.

The School of Nursing Office of the Dean should be notified in writing promptly of any student illness or injury occurring while the student is engaged in assigned learning experiences (Policy #302, Health Incidents). In addition, this Office is to be provided with a copy of the clinical agency's Accident Report and any pertinent faculty addendum (submitted to Sandra Engberg, 350 Victoria Building).

#### **XV. Faculty Injury on the Job**

- A **Workmen's Compensation** accident MUST be reported to the Dean's Office within 24 hours. The Office of Workers' Compensation requires a copy of your accident report within one business day. It is vital that you follow the correct



procedure. Go to [www.pitt.edu](http://www.pitt.edu) and click on *Faculty & Staff*; under “Offices & Departments,” click on *Environmental Health & Safety*; click on *Workplace Injuries*. Review instructions by clicking on *Reporting ALL On-the-Job Injuries*. Send a copy of the report to Linda Chang in the Dean’s Office, 350 Victoria Building, who will fax it to the Office of Workmen’s Compensation.

- If you require emergency medical care, you may seek treatment at UPMC Presbyterian Emergency Care (200 Lothrop Street) for your initial care, but any additional medical treatment must be obtained by a designated provider for the first 90 days from your first treatment. Failure to be treated with a designated provider will result in the University denying responsibility for payment of bills. If the injury occurs off campus, you may be treated in the nearest available emergency room.

#### **XVI. Emergency Evacuation Procedure From Victoria Building**

Each Department has a copy of the Disaster Response Manual of the School of Nursing. School Marshals have been appointed to direct an evacuation. Marshals will be identified by orange vests. Handicapped persons are to make themselves known to the fire marshals and will be assisted by the Campus police in an evacuation. Please become thoroughly familiar with the procedure. **DO NOT** use elevators or escalators if the fire alarm sounds-- use only the designated stairwells.

#### **XVII. University Permit Parking**

Faculty Parking Permits for University lots are issued through the Parking Office, 204 Brackenridge. Arrangements are made by each individual faculty member. A request can be made to add your name to a waiting list; space will be assigned as it becomes available.

Fees are deducted from paychecks and are posted on the parking website: [www.pts.pitt.edu](http://www.pts.pitt.edu).

#### **XVIII. Change of Address**

Changes in home address, phone number, etc., must be sent in writing or via email to Linda Chang, Office of the Dean, 350 Victoria Building, so that personnel records are kept up to date.

#### **XIX. Educational Degrees**

When a higher degree is earned, it is necessary for you to make arrangements to have an official transcript sent to the Dean, 350 Victoria Building. This will be placed in your personnel file.

#### **XX. Use of UPS**

UPS online registration is required through CampusShip. Please see your department administrator for information. The Drop-off-Box is in the ETI (2<sup>nd</sup> Floor) and is typically picked up at 4:00 pm each day.

#### **XXI. Corporate Credit Card**

All full-time faculty, staff and research associates who travel on University business are eligible to apply for a corporate credit card.. Go to <http://www.pts.pitt.edu/Travel/policies/cards.html> for additional information.

## **XXII. Computer Service**

Computer services are coordinated through the ETI. The School of Nursing has staff to assist us. When service is needed in the departments, call 4-HELP or complete a service request form found on the intranet site. This applies to both hardware and software needs. Upon receipt of the requests, the ETI will prioritize and assign the work. If additional clarification or an appointment with you is needed, you will be called. Do not call the computer personnel directly; frequent interruptions only slow down response time.

## **XXIII. Liability Insurance**

The University has a Comprehensive General/Public Liability Insurance Program that extends coverage to faculty members, faculty librarians, and research associates who, while performing duties on behalf of the University, are named in lawsuits, real or alleged, for damages caused to students and/or the general public. The Public Liability Insurance Program is subject to all of the provisions of the insurance contract between the underwriting insurance company and the University of Pittsburgh.

It is the responsibility of each faculty member, faculty librarian, or research associate to notify in writing the Risk Manager, located at 1817 Cathedral of Learning, of any incidents that may lead to a claim or lawsuit against you or the University. If you should be named in a lawsuit, notify the University Counsel immediately at 624-5674.

If you require a copy of the form, *Certificate of Insurance*, as proof of coverage, please see your department administrator.

## **XXIV. Sexual Harassment**

To ensure compliance with its policy on sexual harassment, the University has made available to all faculty, staff, and students a training course on Preventing Sexual Harassment. Currently available via the internet, the course provides training in an effective and highly efficient manner. Completion of this course is required for all faculty. You can complete the course, at your own pace, simply by going to the internet address: <http://training.newmedialearning.com/psh/pitt/>. Different versions of the course are available for faculty and staff who are supervisors.

## **XXV. Lactation Area**

A breast pumping station is offered on the fourth floor ladies room, escalator side of the building and on the first floor behind the escalators.

## **XXVI. Idea Box**

The School of Nursing has an "Idea Box" which is located in the Photocopy/Mailroom on the third floor outside the Dean's Office, 350 Victoria Building.

## **XXVII. First Aid Kit**

A first aid kit is located in the Educational Technology and Innovation (ETI), 219 Victoria Building.

### **XXVIII. Public Address System**

The School of Nursing has a Public Address System (PA) installed throughout the Victoria Building. This system is accessed in emergency situations when the information can affect daily routines of building personnel. Accessibility is available on reception phones in all departments, on campus phones on the first and second floors and in room 429, the building manager's office (phones are labeled "PA Access"). Instructions on how to activate the system are printed on the bottom of the labeled telephone sets.

### **XXIX. Automatic External Defibrillators**

Automatic External Defibrillators (AEDs) are installed in a central location on each floor of the School of Nursing. An AED device analyzes a heart rhythm and prompts a user to deliver a shock when necessary. The device requires the user to attach pads to a patient's chest, turn the device on, and follow audio instructions. The device does not require the user to make decisions or interpret symptoms. Training will be offered yearly at the start of Fall Term.

### **XXX. Faculty Resources Web Site**

The Provost's Office has developed a Faculty Resources web site for new faculty at the University of Pittsburgh. Useful information can be found at [http://www.pitt.edu/~provost/faculty\\_resources.html](http://www.pitt.edu/~provost/faculty_resources.html)

### **XXXI. Academic Calendar**

The University of Pittsburgh Academic Calendar can be found at <http://www.pitt.edu/~provost/calendar.html>

Revised 8/13

**Pugliano, Gina**

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**From:** Gina P <ginapugliano@gmail.com>  
**Sent:** Tuesday, November 12, 2013 2:24 PM  
**To:** Pugliano, Gina  
**Subject:** Fwd: FW: Call for GNSO candidates!

----- Forwarded message -----

From: **Kitutu, Julius Mulwa Munyoki** <[jmm@pitt.edu](mailto:jmm@pitt.edu)>  
Date: Tue, Nov 12, 2013 at 1:55 PM  
Subject: FW: Call for GNSO candidates!  
To: "Gina Pugliano ([ginapugliano@gmail.com](mailto:ginapugliano@gmail.com))" <[ginapugliano@gmail.com](mailto:ginapugliano@gmail.com)>

Julius Kitutu, PhD.  
Asst. Dean for Student Services  
University of Pittsburgh School of Nursing  
3500 Victoria Street, 239 Victoria Building  
Pittsburgh, PA - 15260  
T- [412.624.6910](tel:412.624.6910); F- [412.624.2409](tel:412.624.2409)

-----Original Message-----

From: [AET23@pitt.edu](mailto:AET23@pitt.edu) [mailto:[AET23@pitt.edu](mailto:AET23@pitt.edu)]  
Sent: Monday, October 21, 2013 3:39 PM  
To: [gradstudents@list.pitt.edu](mailto:gradstudents@list.pitt.edu); [graddnp@pitt.edu](mailto:graddnp@pitt.edu)  
Cc: Kitutu, Julius Mulwa Munyoki  
Subject: Call for GNSO candidates!

Hello everyone!!

We are looking for new GNSO executive officers to serve for the upcoming year.

The Graduate Nursing Student Organization's purpose is to coordinate activities, encourage, and provide a channel of communication and representation between students and the faculty of the School of Nursing.

All positions need to be filled:

- \*President: Call and conducts regular and special meetings, accepts agenda items and prepares agenda for meetings, assigns responsibilities to executive officers and establishes ad hoc committees as needed, attend GPSG meetings monthly
- \*Vice-President: assumes duties in absence of the President, assists President in matters as necessary, assumes Presidency in case of resignation, attend GPSG meetings monthly
- \*Secretary: record minutes of all meetings, conducts correspondence, notifies members of meeting schedule
- \*Treasurer: keep records of the budget, handles all financial matters, submits annual budget for approval

If interested, please reply with your name, position you are interested in, program you are currently in, and expected graduation date. We will be accepting candidates until Friday, November 1st. Elections will begin on Monday, November 4th.

First meeting with all new members will be held on December 7th.

ALSO: there is a campus wide vote to increase the activities fee. The vote has tentatively been setup for Nov 2nd (noon) - Nov 10th (midnight) on [my.pitt.edu](http://my.pitt.edu). PLEASE vote as this is an important manner for all students.

Thanks,

Adrienne Thorne  
GNSO Secretary



**University of Pittsburgh  
School of Nursing  
Doctor of Nursing Practice Program**

**DNP Capstone Project Guidelines  
Effective October 1, 2012**

Doctoral education is distinguished by the completion of a scholarly work that demonstrates synthesis and application of the student's acquired knowledge and lays the groundwork for future scholarship. In the DNP program, this scholarly work is the Capstone Project. The Capstone Project is a rigorous investigation of a clinical concern or issue that results in the utilization or translation of evidence into practice. The Capstone Project should result in a new or expanded area of expertise for the student and serve as a foundation for future scholarship and practice.

**Capstone Project Criteria**

1. The Capstone Project should be focused on advanced practice in the student's identified specialty. Students should identify an area of interest upon entry or very early in their program, and proceed to develop that area of interest throughout the program. The area of interest should come from the practice arena with results of the Capstone Project translated back to the practice arena.
2. The project should reflect a practice change initiative that influences outcomes for a particular patient population, health care organization, health care system or provider group. Acceptable capstone projects include but are not limited to program or practice evaluation, quality improvement project with an evaluation component, systematic review or metaanalysis, practice model evaluation, practice change initiative, development and testing of an evidence based clinical protocol, research utilization or analysis, or policy or legislative development or analysis.

**Steps in the Capstone Project Process**

1. Approvals: all projects must have the following approvals prior to project initiation:
  - a) DNP Panel on Capstone Topic Approval
  - b) Capstone Committee
  - c) University of Pittsburgh Institutional Review Board and other appropriate Institutional Review Board(s) or other organizational review process
  - d) Permission from the clinical site where the project will be conducted
2. The Capstone Chair and/or the academic advisor will direct the timing of the following steps of the process:
  - a) Submission of the proposed topic to the DNP Panel on Capstone Topic Approval
  - b) Submission of the full Capstone Project proposal to the Capstone Committee
  - c) Time of Capstone Project implementation
  - d) When to register for:
    - NUR 3050/3250 Grant Writing and/or NUR 3052/3252 Manuscript Development (varies with specialty area)
    - NUR 3036/3236 Capstone Project
    - NUR 3037/3237 Capstone Clinical

- e) Scheduling of the Capstone defense at least three weeks prior to graduation (the student and chair select a date for presentation and notify the DNP secretary who will schedule the location and announce the date)

**Note:** The Capstone Committee must agree that the project is complete and ready for public presentation.

- 3. The Capstone Chair is responsible for seeing that the student completes the following prior to graduation:

- a) Presents and defends his/her project to the Capstone committee in a public forum
- b) Prepares an abstract of the project and findings appropriate for submission for a peer reviewed public poster or podium presentation
- c) Submits a manuscript of the project findings for publication in a peer reviewed journal
- d) Submits a completed portfolio to the DNP secretary (see #4 below)

- 4. A component of the Capstone Project completion includes the development of a portfolio.

- a) The portfolio should begin with a table of contents followed by the student's current Curriculum Vitae, Copy of FORM ONE Capstone Project Topic Approval, FORM TWO DNP Full Capstone Project Proposal, FORM THREE Documentation of DNP Project Completion and the final manuscript draft of the Capstone Project (including any changes agreed upon at the time of the public forum).
- b) The DNP Essentials form the framework for the remainder of the portfolio. There should be a section for each Essential and evidence of how the student has met that Essential. Contents may include but are not limited to scholarly papers, outlines of presentations and related PowerPoints, manuscripts, publications, awards, work generated through residency/clinical experiences or independent study, evaluations and any other documentation that attests to the student's accomplishments during the program.
- c) The portfolio should be professionally bound (soft copy) and two copies submitted to the student's Capstone Chair and or advisor/mentor. One of these copies is forwarded to the DNP secretary.



**University of Pittsburgh  
School of Nursing  
Doctor of Nursing Practice Program**

**Guidelines for Capstone Committee Membership  
and Capstone Topic Approval**

**1. Capstone Committee Members**

- The Capstone Committee will consist of at least two University of Pittsburgh School of Nursing faculty members. At least one of those must be an RN with an earned doctorate.
- The Capstone chair must have an earned doctorate and hold a full or part time faculty position in the School of Nursing.
- The other School of Nursing faculty member must have an earned doctorate and hold a full time, part time or adjunct position in the School of Nursing.
- Optional members who bring content, methodology, service expertise or serve as professional mentors who are involved with the clinical setting where the project is carried out can be added at the discretion of the student with Capstone Chair approval.

**2. Capstone Topic Approval**

An initial brief proposal for the Capstone Project must be approved by the Capstone Chair, and/or academic advisor. The proposal is then sent to the DNP Panel on Capstone Topic Approval. The proposal for the topic approval is limited to one page and should be in APA style. Please see FORM ONE for specific content.

**Note:** If the Capstone project is part of a larger project it must be clear that the Capstone Project represents independent work by the student and that the student is free to publish and present the findings.

The Capstone project may not be implemented until approved by the DNP Panel on Capstone Topic Approval.





University of Pittsburgh  
School of Nursing  
Doctor of Nursing Practice Program

FORM ONE

Capstone Project Topic Approval (submit to DNP  
Panel on Capstone Topic Approval for review)

Student name: \_\_\_\_\_ Date \_\_\_\_\_

Capstone Chair or academic advisor/mentor \_\_\_\_\_

Proposed Committee  
Members \_\_\_\_\_

Project Title \_\_\_\_\_

This proposal is for (Check one)

- \_\_\_\_\_ program or practice evaluation
- \_\_\_\_\_ quality improvement project with evaluation component
- \_\_\_\_\_ metaanalysis or systematic review
- \_\_\_\_\_ practice model evaluation
- \_\_\_\_\_ practice change initiative
- \_\_\_\_\_ development and testing of an evidence based clinical protocol
- \_\_\_\_\_ research utilization or analysis
- \_\_\_\_\_ policy or legislative development or analysis
- \_\_\_\_\_ other (please specify)

Attach a one page narrative in APA style with the following information:

Key search words for the literature review

Background including the evidence based clinical mandate for the project

Project purpose and specific aims

Methods to include setting, sample, procedures, outcomes, measurement and evaluation plan

Implications for practice

Signature line for student, Capstone Chair and /or academic advisor

**Note:** If the Capstone project is part of a larger project it must be clear that the Capstone Project represents independent work by the student and the student is free to publish and present the findings.

Signature of Chair of the DNP Capstone Panel on Topic Approval indicates approval of the DNP Panel on Capstone Topic Approval.

DATE \_\_\_\_\_



**University of Pittsburgh  
School of Nursing  
Doctor of Nursing Practice Program**

**Student Guidelines for Developing the Full  
Capstone Project Proposal**

**Note:** Your Capstone Committee must approve the full proposal prior to implementation of the project and the write up of findings paper prior to the public forum.

**The Full Capstone Project Proposal should consist of:**

**PROJECT TITLE**

**PROJECT PURPOSE AND SPECIFIC AIMS**

Briefly introduce the purpose of the project and the project specific aims.

**JUSTIFICATION**

- (a) Argue the relevance of this issue to nursing in a paragraph or two.
- (b) Describe any access you may have to a specific client population, such as a clinical practice site, a population in your work environment or an ongoing research program with faculty. Include any information that attests to your ability to carry your project forward.
- (c) Describe the clinical mandate that drives this project and the clinical support for this proposal.

**LITERATURE REVIEW**

Develop an in depth literature review for your full Capstone project proposal. The faculty wants to see the foundation on which you are planning to build. You must attach a reference list of work already initiated in this area.

**METHOD**

*Explicit discussion of method is the most important area.* In this section you will provide the details and logistics of how the project will be developed, planned, implemented and evaluated. Sections should include setting, sample, project procedures to achieve each of the specific aims, outcomes and the measurement and evaluation plan. You need to clearly detail what you will accomplish: for example, where will the project be carried out, who will be involved and how this will be determined; how you will get access to participants if needed and the time frame for the project. If the project will unfold in stages, describe each stage. If your project is part of an ongoing research project, describe your portion of the project and how it is independent. Provide evidence that you will independently produce this work product. Describe instruments that will be used to collect data for the project including their development, reliability and validity and if relevant, pilot testing.

**EVALUATION PLAN**

Student should indicate key anticipated outcomes, how they will be measured and analyzed.

**Implications for Practice**

Student should indicate how the outcome of the project will impact or is relevant to practice and policy.



University of Pittsburgh  
School of Nursing  
Doctor of Nursing Practice Program

FORM TWO

DNP Full Capstone Project Proposal Form

Use as cover for your Full Capstone  
Project Proposal and submit to your  
Capstone Committee

\_\_\_\_\_  
(Student Name)

\_\_\_\_\_  
(Date of Submission)

this proposal is for a: \_\_\_\_\_ (Title of Project)

- \_\_\_\_\_ program or practice evaluation
- \_\_\_\_\_ quality improvement project with evaluation component
- \_\_\_\_\_ metanalysis or systematic review
- \_\_\_\_\_ practice model evaluation
- \_\_\_\_\_ practice change initiative
- \_\_\_\_\_ development and testing of an evidence based clinical protocol
- \_\_\_\_\_ research utilization or analysis
- \_\_\_\_\_ policy or legislative development or analysis
- \_\_\_\_\_ other (please specify)

Result of review by Institutional Review Boards or other organizational review process and clinical site approval if applicable ( attach appropriate documentation with approval dates)

Approval Date: \_\_\_\_\_

\_\_\_\_\_  
Capstone Chair (University of Pittsburgh School of Nursing Faculty)

\_\_\_\_\_  
University of Pittsburgh School of Nursing Faculty

\_\_\_\_\_  
Optional Member

\_\_\_\_\_  
Optional Member



**University of Pittsburgh  
School of Nursing  
Doctor of Nursing Practice Program**

**FORM THREE**

**Documentation of DNP Capstone Project Completion**

\_\_\_\_\_ has successfully completed the Capstone Project entitled:  
Name \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date of Completion

***Successful completion is attested to by the signatures below:***

\_\_\_\_\_  
Capstone Chair (University of Pittsburgh School of Nursing Faculty)

\_\_\_\_\_  
University of Pittsburgh School of Nursing Faculty

\_\_\_\_\_  
Optional member

\_\_\_\_\_  
Optional member

\_\_\_\_\_  
Donna G. Nativio, Director of DNP Program

<b>Capstone Chair to initial indicating completion</b>	<b>Signature/Date</b>
Public defense completed	
Manuscript submitted	
Abstract appropriate for poster/paper submission prepared	
Portfolio submitted	

Approved by DNP Council 9/17/12 /Approved by TFO 9/24/12

**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**  
**Adult Gerontology Clinical Nurse Specialist**  
**BSN to DNP Full Time Curriculum**

<b>Fall</b>	Credits	<b>Spring</b>	Credits	<b>Summer</b>	Credits
NUR 2004 – Pathophysiology Across the Lifespan	4	NUR 2034 Advanced Pharmacology	3	NURSP 2075 Introduction to Health Informatics	3
NUR 2011 Applied Statistics for Evidence Based Practice	3	NUR 2000 Research for Evidence based practice Part 1	2	NUR 2031 Diagnostic Physical Exam Across the Lifespan	3
NUR 2010 – Health Promotion and Disease Prevention in Culturally Diverse Populations	3	NURSP 2090 Healthcare Outcomes	3	NUR 2007 Research for Evidence Based Practice Part 2	2
		Cognate	3		
<b>Total</b>	(10)	<b>Total</b>	(11)	<b>Total</b>	(8)
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
NUR 2032 Differential Diagnosis Clinical	2	NURNP 2100 Mgt: Episodic/Chronic Problems in Acute Care: Theory	4	NURNP 2104: Mgt: Complex Health Problems of the Acutely and Critically Ill Adults	3
NURNP 2033 Differential Diagnosis Across the Lifespan	2	NURSP 2091/2291 Financial Management for Healthcare Leaders	3	NURCNS 2851 Clinical Practicum I	5
NUR 2061 Organizational Theory/Management	3			NUR 3050 Grant Writing	1
NUR 3099 The Science of Health Care Delivery	2	NURCNS 2850 CNS Role Implementation	3		
<b>Total</b>	(9)	<b>Total</b>	(10)	<b>Total</b>	(9)

<b>Fall,</b> <b>One of the following:</b>		<b>Spring</b>		<b>Summer</b>	
NURSP 2190: Cardiopulmonary Clinical Emphasis	3	NUR 3036 Capstone Project	2	NUR 3037 Capstone Clinical	1
NURSP 2191: Critical Care Clinical Emphasis		NURCNS 3039 CNS Role Practicum	3	Cognate	2
NURSP 2192: Oncology Clinical Emphasis		NUR 2680 Introduction to Genetics	3	NURNP 2526 Management Geriatric Health	2
NURSP 2193: Directed Clinical Emphasis		NUR 3052 Manuscript Writing	1	<b>Total</b>	(5)
NURSP 2195: TEP Clinical Emphasis*				<b>Summary of Clinical Hours:</b>	
NURCNS 2852 CNS Practicum II	4			Physical Diagnosis	120
NUR 3012 Public Policy in Healthcare	2			Clinical Courses	100
NUR 3013/3213 Ethics in Healthcare	1			Clinical Practicum I	300
				Clinical Practicum II	240
				Capstone Project & Clinical	240
<b>Total</b>	(10)	<b>Total</b>	(9)	<b>Total Clinical Hours</b>	760
				<b>Total Capstone Clinical Hours</b>	240
				<b>Total Credits</b>	81
				*must take NUR 2865 Fundamentals of Disaster (1 cr) if taking TEP clinical emphasis	*82

Name \_\_\_\_\_

Clinical Emphasis \_\_\_\_\_

Anticipated Date of Graduation \_\_\_\_\_

TFO approved 1.28.13

**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**  
 Department of Health Promotion and Development  
**Adult-Gerontology Primary Care CRNP**  
**BSN-DNP**  
**FULL TIME**

**YEAR ONE**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NUR	2044	Nursing Graduate Orientation	0	NUR	2000	Research for EBP 1	2	NUR	2007	Research for EBP 2	2
NUR	2011	Applied Statistics for EBP	3	NUR	2034	Advanced Pharm	3	NUR	2031	Diagnostic PE Across the Lifespan	3
NUR	2004	Pathophysiology Across the Lifespan	4	NURNP	2518	Intro Genetics & Molec Therputc	3	NURSP	2092	Leadership Develop.	3
NUR	2010	Health Promo & Disease Prevention in Culturally Diverse Populations	3			Family Theory for NP's					
NURNP	2026	NP Role seminar 1	1								
NUR	3099	Science of Health Care Delivery	2								
<b>CREDITS</b>			<b>13</b>	<b>CREDITS</b>			<b>11</b>	<b>CREDITS</b>			<b>8</b>

**YEAR TWO**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NUR	2033	Diff. Dx Theory Across the Lifespan	2	NUR	3052	Manuscript Development	1	NUR	2078	Clinical Diagnostics Theory	3
NUR	2032	Diff. Dx. Clinical	2	NURNP	2505	Mgt. Adult Acute/Chronic	4	NUR	3036	Capstone Project	2
NURNP	2523	Mgt. Women's Health 1	2	NURNP	2515	Clinical ANP	4	NUR	3050	Grant Writing	1
NUR	3012	Public Policy in Healthcare	2	NURNP	2546	Mgt. Adult Acute/Chronic Theory	2	NURNP	2526	Mgt: Geriatric Health Theory	2
NUR	3013	Ethics in Healthcare	1			Mgt. Adol Health Theory		NURNP	3038	Adult DNP Role Practicum	3
<b>CREDITS</b>			<b>9</b>	<b>CREDITS</b>			<b>11</b>	<b>CREDITS</b>			<b>11</b>

NAME \_\_\_\_\_

ADVISOR \_\_\_\_\_

**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**  
 Department of Health Promotion and Development  
**Adult-Gerontology Primary Care CRNP**  
**BSN-DNP**  
**FULLL TIME**

**Year Three**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NURSP	2061	Org. and Mgt. Theory	3	NURNP	3038	Adult DNP Role Practicum	4	NURNP	2029	NP Role Seminar II	2
NURSP	2075	Intro to Health Informatics	3	NUR	3037	Capstone Clinical	1	NURNP	3025	Dx & Mgt. of Psych Conditions in Primary Care	4
NURNP	2529	Gero Clinical Practicum	3	NURSP	2091	Finance & Economics for Health Care Leaders	3				
NURNP	2527	Advanced Mgt. of Complex Geriatric Hlth.Issues	3	NURNP	2528	Seminar in Geriatric Care	1				
<b>CREDITS</b>			<b>12</b>	<b>CREDITS</b>			<b>9</b>	<b>CREDITS</b>			<b>6</b>

Didactic = 73 credits  
 Clinical = 17 credits (1020 hours including 180 hours gero focused clinical)  
 Total Credits = 90  
 Revised 12/14/10



UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING  
 Adult-Gerontology Acute Care Nurse Practitioner  
**BSN-DNP Full Time Curriculum**

<b>FALL</b>	Credits	<b>SPRING</b>	Credits	<b>SUMMER</b>	Credits
NUR 2011/2211 Applied Statistics for Evidence-Based Practice	3	NUR 2680/2280 Introduction to Genetics and Molecular Therapeutics	3	NUR 2007/2207 Research for Evidenced-Based Practice 2	2
NUR 2010/2210 Health Promotion and Disease Prevention in Culturally Diverse Populations	3	NUR 2000/2200 Research for Evidence Based Practice 1	2	NUR 2031/2231 The Diagnostic Physical Exam Across the Lifespan	3
NUR 3099/3299 The Science of Healthcare Delivery	2	NUR 2004/2204 Pathophysiology Across the Lifespan	4	NUR 2034/2234 Advanced Pharmacology	3
NUR 3013/3213 Ethics in Healthcare	1			NURSP 2092/2292 Leadership Development	3
NUR 3012/3212 Public Policy in Healthcare	2				
NUR2044 Graduate Student Orientation	0				
<b>TOTAL</b>	<b>(11)</b>	<b>TOTAL</b>	<b>(9)</b>	<b>TOTAL</b>	<b>(11)</b>
<b>FALL</b>		<b>SPRING</b>		<b>SUMMER</b>	
NUR 2032 Differential Diagnosis Clinical	2 (120 hrs)	NURNP 2100 Management of Adult Episodic/Chronic Health Problems in Acute Care Theory	4	NURNP 2104: Management of Complex Health Problems of the Acutely and Critically Ill Adult	3 (60 lab)
NUR 2033 Differential Diagnosis Theory Across the Lifespan	2	NURNP 2101 Management of Adult Episodic/Chronic Health Problems in Acute Care Clinical	3(180 hrs)	NURNP 2526: Management of Geriatric Health	2
NURNP 2026 Role Seminar 1	1			Cognate	3
NURSP 2061/2261 Organizational and Management Theory	3	NURSP 2091/2291 Finance and Economics for Healthcare Leaders	3	**NUR 3052/3252 Manuscript Development or NUR 3050/3250 Grant Writing	1
NUR 3036/3236 Capstone Project	2				
<b>TOTAL</b>	<b>(10)</b>	<b>TOTAL</b>	<b>(10)</b>	<b>TOTAL</b>	<b>(8 or 9)</b>

<b>FALL</b>		<b>SPRING</b>		<b>Summary of Clinical Hours:</b>	
NUR 2865/2265 Fundamentals of Disaster/Mass Casualty Care	2	NUR 3037/3237 Capstone Clinical	1 (60 hrs)	NUR 2032	120
NURNP 2102: Management of Complex Health Problems of the Acutely and Critically Ill Adult 2	3	NURNP 3038: DNP NP Role Practicum	7 (420 hrs)	NURNP 2101	180
<b>One of the following:</b>	3(180 hrs)	NURNP 2029 Role Seminar 2	2	NURNP 2104 Lab	60
NURNP 2105: Cardiopulmonary Clinical Emphasis		**NUR 3052/3252 Manuscript Development or NUR 3050/3250 Grant Writing	1	Clinical Emphasis	180
NURNP 2106: Critical Care Clinical Emphasis				NURNP 3038	420
NURNP 2107: Oncology Clinical Emphasis				NUR 3037	60
NURNP 2109: Directed Clinical Emphasis					
NURNP 2194: TEP Clinical Emphasis				<b>All newly admitted students in their first term enrollment will register for NUR 2044 Graduate Orientation</b>	
NURSP 2075/2275 Introduction to Health Informatics	3			<b>Total Clinical Hours</b>	<b>1020</b>
<b>TOTAL</b>	<b>(11)</b>	<b>TOTAL</b>	<b>(11)</b>	<b>Clinical</b>	900
				<b>Lab</b>	60
				<b>Capstone Clinical</b>	60
				<b>Total Credits</b>	<b>81</b>

\*\* Students choose either Manuscript Development or Grant Writing.

# School of Nursing

## Minors/Certificates

### Adult-Gerontology Acute Care Nurse Practitioner

### Post-MSN/DNP Certificate

*3<sup>rd</sup> in National Institutes of Health (NIH) research dollars awarded  
7<sup>th</sup> in U.S. News & World Reports "America's Best Graduate Schools"  
Accredited by the Commission on Collegiate Nursing Education (CCNE)*

#### **OVERVIEW**

The **Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Post-MSN/DNP Certificate** is designed for graduate prepared Nurse Practitioners (NP) or Clinical Nurse Specialists (CNS) who are seeking to expand their roles via nurse practitioner certification in Adult Gerontology Acute Care. The curriculum prepares nurse practitioners to function as generalist, principal providers of care for adults with acute, critical and complex chronic health problems across the continuum of acute care services.

AG-ACNP students may choose a clinical emphasis in cardiopulmonary, critical care, oncology, trauma emergency preparedness or directed study. The directed study allows students to design clinical experiences around a particular area of interest (i.e. internal medicine, general surgery). The curriculum consists of NP and AG-ACNP specialty courses and clinical practice hours. The total credits required will vary based on evaluation of the student's previous coursework. Additional coursework may be required and/or credit may be given for previous coursework that meets core curriculum requirements.

Graduates of the AG-ACNP Post-MSN/DNP Certificate are eligible to sit for the national certification examination in Adult-Gerontology Acute Care offered by the American Nurses Credentialing Center (ANCC) or American Association of Critical-Care Nurses (AACN). Successful passing of the national certification examination entitles the graduate to apply for certification as a Certified Registered Nurse Practitioner (CRNP) in Adult-Gerontology Acute Care by the State Board of Nurse Examiners of the Commonwealth of Pennsylvania.

#### **CURRICULUM FORMAT**

- Course work may be completed in 3 terms
- Minimum 540 clinical hours
- Spring Term Admission only

#### **OBJECTIVES**

Graduates are prepared to accomplish the following:

- Assume responsibility for promoting, maintaining and restoring health to acutely/critically or complex chronically ill adults
- Identify health risks, promote wellness, and diagnosis and manage acute and chronic illness
- Participate in multi-disciplinary research and provide leadership in mobilizing health services

#### **ADMISSION CRITERIA**

- Valid registered nurse license in state where clinical experiences are performed
- Minimum of one year nursing experience recommended
- BSN required
- Previous MS, MSN or DNP as a NP or CNS (from a CCNE or NLN accredited program)
- GPA  $\geq$  3.0 in MS, MSN or DNP degree
- Pre-admission interview
- Complete online application: [www.nursing.pitt.edu](http://www.nursing.pitt.edu)
- *International applicants: see [www.nursing.pitt.edu](http://www.nursing.pitt.edu) and [www.ois.pitt.edu](http://www.ois.pitt.edu)*



**CURRICULUM: AG-ACNP Post-MSN/DNP Certificate (subject to change)**

NUR 2008	Ethics for Advanced Practice Nursing	0 cr.
NUR 2009	Leadership for Healthcare Systems: Policy, Organization & Financing of Healthcare Module	0 cr.
NURNP 2028	Role Practicum	3 cr.
NURNP 2029	Role Seminar 2	2 cr.
NURNP 2100	Mgmt of Adult Episodic/Chronic Health Problems in Acute Care Theory	4 cr.
NURNP 2101	Mgmt of Adult Episodic/Chronic Health Problems in Acute Care Clinical	3 cr.
NURNP 2102	Mgmt of Complex Health Problems of Acutely & Critically Ill Adult 2	3 cr.
NURNP 2104	Mgmt of Complex Health Problems of Acutely & Critically Ill Adult	3 cr.
NURNP 2526	Mgmt of Geriatric Health	2 cr.
	<u>One of the following: 3 cr. each</u>	3 cr.
NURNP 2105	Clinical Emphasis - Cardiopulmonary	
NURNP 2106	Clinical Emphasis - Critical Care	
NURNP 2107	Clinical Emphasis - Oncology	
NURNP 2109	Clinical Emphasis - Directed Study	
NURNP 2194	Clinical Emphasis - Trauma Emergency Preparedness	
	Comprehensive Exam	0 cr.
	<b>TOTAL</b>	<b>23 cr.</b>

*The total credits required will vary based on evaluation of the student's previous coursework. Additional coursework /clinical hours may be required and/or credit may be given for previous coursework that meets the core curriculum requirements.*

**For information contact:**

Kathy Magdic, DNP, RN, ACNP-BC, FAANP  
 Coordinator, AG-ACNP Area of Concentration  
 412-624-6866 or [kma100@pitt.edu](mailto:kma100@pitt.edu)

**Nursing Leadership Tract**  
**BSN to DNP Curriculum - Full Time Study**  
 81 credits

**YEAR 1**

Fall Term	Credits	Spring Term	Credits	Summer Term	Credits
NUR 2044 Nursing Grad Orientation Module	0	NUR 2000 Research for EBP 1	2	NURSP 2075 Intro to Health Informatics	3
NURSP 2061 Organizational and Mgt Theory	3	NURSP 2090 Healthcare Outcomes	3	NURSP 2092 Leadership Development	3
NUR 3099 The Sci of Hlth Care Delivery	2	NUR 2010 Health Promo/Disease Prvntn	3	NURSP 2372 Using Data to Drive Decisions	2
NUR 2011 Applied Statistics for EBP	3	NURSP 2091 Financial Mgmt for HC Leaders	3	NUR 2007 Research for EBP 2	2
NUR 2680 Intro to Genetics and Molecular Ther			3		
<b>Total Credits</b>	8		14		10

32

Fall Term	Credits	Spring Term	Credits	Summer Term	Credits
NUR 3012 Public Policy in Health Care	2	NUR 3092 Leadership in Complex Systems	3	Cognate Electives	10
NUR 3013 Ethics in Healthcare	1	Cognate Electives	6		
NURSP 2373 Nursing Admin Residency	3	NUR 3052 Manuscript Dev*	1		
Cognate Elective**	3				
<b>Total Credits</b>	9		10		10

29

Fall Term	Credits	Spring Term	Credits
NUR 3094 Evidence -Based Quality Improvement	3	NUR 3097 Residency (DNP)	8
NUR 3096 Clinical Systems Analysis and Design	3	NUR 3037 Capstone Clinical	1
NUR 3036 Capstone Project	2		
Cognate Electives	3		
<b>Total Credits</b>	11		9

20

81

\*Students may take NUR 3050 Grant Writing offered in the summer term in lieu of this course

\*\* Cognate electives are chosen based on student's areas of focus in administration (eg. Finance and economics, leadership development, organizational development)

Appendix 10

**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**  
 Department of Health Promotion and Development  
**Family (Individual Across the Lifespan) CRNP**  
**Post BSN-DNP**  
**FULL TIME**  
**YEAR ONE**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NUR	2044	Nursing Graduate Orientation	0	NUR	2000	Research for EBP I	2	NUR	2007	Research for EBP 2	2
NUR	2011	Applied Statistics for EBP	3	NUR	2034	Advanced Pharmacology	3	NUR	2031	Diagnostic PE Across the Lifespan	3
NUR	2004	Pathophysiology Across the Lifespan	4	NURNP	2540	Ped Well Child Care Theory	3	NURSP	2092	Leadership Dev	3
NUR	2010	Health Promo & Disease Prevention in Culturally Diverse Populations	3	NURNP	2518	Family Theory for NPs	3				
NURNP	2026	NP Role Seminar I	1								
NUR	3099	The Science of Health Care Delivery	2								
<b>CREDITS</b>			<b>13</b>	<b>CREDITS</b>			<b>11</b>	<b>CREDITS</b>			<b>8</b>

**YEAR TWO**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NUR	2033	Differential Dx Theory Across the Lifespan	2	NUR	3052	Manuscript Development	1	NURNP	3025	Dx & Mgt of Psych Cond in Primary Care	4
NUR	2032	Differential Dx Clinical	2	NURNP	2515	Mgt. Adult Acute/Chronic Theory	4	NURNP	2526	Mgt. Geriatric Health Theory	2
NUR	2523	Mgt. Women's Health I	2	NURNP	2546	Mgt. Adol Health Theory	2	NUR	3050	Grant Writing	1
NP	3012	Public Policy in Healthcare	2	NURNP	2505	Mgt. Adult Acute/Chronic Clinical FNP	3	NUR	3036	Capstone Project	2
NUR	3013	Ethics in Healthcare	1	NUR	2680	Intro Genetics & Molec Therapeutic	3				
		<b>CREDITS</b>	<b>9</b>	<b>CREDITS</b>			<b>13</b>	<b>CREDITS</b>			<b>9</b>

NAME \_\_\_\_\_

ADVISOR \_\_\_\_\_

**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**  
 Department of Health Promotion and Development  
**Family (Individual Across the Lifespan) CRNP**  
**Post BSN DNP**

**FULL TIME**

**YEAR THREE**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NURNP	2520	Mgt. Ped. Health Theory	2	NUR	3037	Capstone Clinical	1	NURNP	2029	Role Seminar II	2
NURNP	2521	Mgt. Ped Health Clinical	2	NURNP	3038	FNP-DNP Role Practicum	6	NURNP	3038	FNP-DNP Role Practicum	3
NURSP	2061	Org. Theory & Mgt.	3	NURSP	2091	Finance & Economics for Healthcare Leaders	3	NUR	2078	Clinical Diagnostics	3
NURSP	2075	Intro to Health Informatics	3								
<b>CREDITS</b>			<b>10</b>	<b>CREDITS</b>			<b>10</b>	<b>CREDITS</b>			<b>8</b>

Total Didactic Hours - 1110 (74 Credits)  
 Total Clinical Hours - 1020 (17 Credits)  
 Total Credits 91  
 NURNP 3038 - minimum of 9 credits required.

Appendix 10

**DNP MSN to DNP Curriculum (on campus /on line): Administration Track**

Year 1						Credits
Fall		Spring		Summer		
NURSP 2061/2261 Organizational & Mgmt Theory	3	NURSP 2091/2291 Financial Mgt for HC Leaders	3	NUR 2007/2207 Research for EBP 2	2	16
NUR 2011/2211 Applied Statistics for EBP	3	NUR 2000/2200 Research for EBP I	2	NUR 2075/2275 Intro to Health Informatics	3	
	6		5		5	
Year 2						Credits
Fall		Spring		Summer		
NUR 3013/3213 Ethics in Healthcare	1	NURSP 3092/3292 Leadership in Complex Systems	3	NUR 2010/2210 Hlth Promo/Disease Preven	3	13
NU R 3012/3212 Pub. Policy in HC	2	NUR 3036/3236 Capstone Project	1			
NUR 3099/3299 The Sci of Hlth Care Delivery	2					
NUR 3052/3252 Manuscript Dev	1					
	6		4		3	
Year 3						Credits
Fall		Spring		Summer		
NURSP 3096/3296 Clinical Sys Analysis & Design	3	NURSP 3037 Capstone Clinical	2			12
NURSP 3094/3294 Evidence Based Qual. Imp.	3	NURSP 3097 Residency	4			
	6		6			



Appendix 10

**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**  
 Department of Health Promotion and Development

**Neonatal Nurse Practitioner**  
**BSN DNP**

**FULL TIME**  
**YEAR ONE**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NUR	2044	Nursing Graduate Orientation	0	NUR	2000	Research for EBP 1	2	NUR	2007	Research for EBP 2	2
NUR	2011	Applied Statistics for EBP	3	NUR	2034	Adv Pharmacology	3	NUR	2031	Diagnostic PE Across the Lifespan	3
NUR	2004	Pathophysiology Across the Lifespan	4	NURNP	2540	Pediatric Well Child Care Theory	3	NURSP	2092	Leadership Develop.	3
NUR	2010	Health Promo & Disease Prevention in Culturally Diverse Populations	3	NURNP	2570	Comp. Neo Assess Theory	2				
NUR	3099	The Science of Health Care Delivery	2								
NURNP	2026	NP Role Seminar 1	1								
<b>CREDITS</b>			<b>13</b>	<b>CREDITS</b>			<b>10</b>	<b>CREDITS</b>			<b>8</b>

**YEAR TWO**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NUR	2033	Diff. Dx Theory Across the Lifespan	2	NUR	2680	Intro Genetics & Molec Therputc	3	NUR	3050	Grant Writing	1
NUR	2032	Diff. Dx Clinical	2	NUR	3052	Manuscript Development	1	NUR	3036	Capstone Project	2
NURNP	2571	Gen Mgt Sick Neonate Theory	4	NURNP	2573	Neonatal Disease Process 1 Theory	4	NURNP	2574	Neonatal Disease Process 2 Theory	4
NURNP	2572	Gen Assess & Mgt. Sick Neonate Clinical	5	NURNP	2518	Family Theory for NPs	3	NUR	2078	Clinical Diagnostics	3
<b>CREDITS</b>			<b>13</b>	<b>CREDITS</b>			<b>11</b>	<b>CREDITS</b>			<b>10</b>

NAME \_\_\_\_\_

ADVISOR \_\_\_\_\_

**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**  
 Department of Health Promotion and Development  
**Neonatal Nurse Practitioner**  
**BSN DNP**

**FULL TIME**

**YEAR THREE**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NURSP	2061	Org. & Mgt. Theory	3	NURNP	3038	NNP-DNP Role	6	NURNP	3038	NNP-DNP Role	3
NURSP	2075	Intro to Health Informatics	3	NUR	3037	Practicum		NURNP	2029	Practicum	
NUR	3012	Public Policy in Healthcare	2	NURSP	2091	Capstone Clinical Finance & Economics for Healthcare Leaders	3	NURNP	3025	NP Role Seminar 2	2
NUR	3013	Ethics in Healthcare	1							Diagnosis & Mgt of Psych Conditions in Primary Care	4
										Comprehensive Exam - May	
										Graduation	
<b>CREDITS</b>			<b>9</b>	<b>CREDITS</b>			<b>10</b>	<b>CREDITS</b>			<b>9</b>

Total Didactic Hours 1140 (76 credits)

Total Clinical Hours 1020 (17 credits)

Total Credits (93)

**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**  
 Department of Health Promotion and Development  
**Pediatric Primary Care CRNP**  
**Post BSN DNP**

**FULL TIME**

**YEAR ONE**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NUR	2044	Nursing Graduate Orientation	0	NUR	2000	Research for EBP 1	2	NUR	2007	Research for EBP 2	2
NUR	2011	Applied Statistics for EBP	3	NUR	2034	Advanced Pharmacology	3	NUR	2031	The Diagnostic PE Across the Lifespan	3
NUR	2004	Pathophysiology Across the Lifespan	4	NURNP	2518	Family Theory for NP's	3	NURSP	2092	Leadership Develop.	3
NUR	2010	Health Promo & Disease Prevention in Culturally Diverse Populations	3	NURNP	2540	Pediatric Well Child Care Theory	3				
NUR	3099	The Science of Health Care Delivery	2								
NURNP	2026	Role Seminar 1	1								
<b>CREDITS</b>			<b>13</b>	<b>CREDITS</b>			<b>11</b>	<b>CREDITS</b>			<b>8</b>

**YEAR TWO**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NUR	2033	Diff. Dx Theory Across the Lifespan	2	NUR	2680	Intro Genetics & Molec Therputc	3	NUR	3050	Grant Writing	1
NUR	2032	Diff. Dx Clinical	2	NUR	3052	Manuscript Development	1	NUR	3036	Capstone Project	2
NURNP	2520	Mgt: Pediatric Health Theory	2	NURNP	2546	Mgt: Adol Health Theory	2	NURNP	3025	Dx & Mgt of Psych Conditions in Primary Care	4
NURNP	2521	Mgt: Pediatric Health Clinical	2	NURNP	2549	Mgt: Adv Pediatric Health Problems Theory	2				
				NURNP	2550	Mgt: Adv. Pediatric Health Problems Clinical	2				
<b>CREDITS</b>			<b>8</b>	<b>CREDITS</b>			<b>10</b>	<b>CREDITS</b>			<b>7</b>

NAME \_\_\_\_\_

ADVISOR \_\_\_\_\_

**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**  
 Department of Health Promotion and Development  
**Pediatric Primary Care CRNP**  
**BSN DNP**

**FULL TIME**

**YEAR THREE**

Fall Term			Credits	Spring Term			Credits	Summer Term			Credits
NURSP	2061	Org. Theory & Mgt	3	NURNP	3038	PNP-DNP Role	6	NURNP	3038	PNP-DNP Role	4
NURSP	2075	Intro to Health Informatics	3			Practicum Capstone				Practicum	
NUR	3012	Public Policy in Healthcare	2	NUR	3037	Clinical	1	NURNP	2029	Role Seminar II	2
				NURSP	2091	Finance & Economics for Healthcare Leaders	3	NUR	2078	Clinical Diagnostics Theory	3
NUR	3013	Ethics in Healthcare	1							Comprehensive Exam - May	
										Graduation	
CREDITS			9	CREDITS			10	CREDITS			9

Total Didactic Hours 1020 (68 credits)

Total Clinical Hours 1020 (17 credits)

Total Credits (85)

NURNP 3038- Minimum of 10 credits required.

Appendix 10

UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING  
DEPARTMENT OF HEALTH AND COMMUNITY SYSTEMS  
Psychiatric Mental Health Nurse Practitioner  
Post-BSN DNP / PMHNP Curriculum Plan – Full Time

		Fall Term			Spring Term			Summer Term		
Year 1	NUR 2011 Every term	Applied Statistics for Evidence Based Practice	3	NUR 2000 Every term	Research for Evidence Based Practice 1	2	NUR 2031 Fall / Summer	The Diagnostic Physical Exam Across the Lifespan	3	
	NUR 2004 Every term	Pathophysiology Across the Lifespan	4	NUR 2034 Every term	Advanced Pharmacology	3	NUR 2007 Every Term	Research for EBP 2	2	
	NURNP 2026 Fall / Spring	Role Seminar I	1	NUR 2010 Fall / Spring	Health Promotion & Disease Prev. in Culturally Diverse Populations	3				
	NURSP 2075 Fall / Summer	Introduction to Health Informatics	3	NURSP 2291 Spring only	Finance & Economics in Health Care Leaders	3	NUR 3050 Summer only	Grant Writing -or-	1	
	NUR 3099 Fall only	The Science of Health Care Delivery	2	NURNP 2540 Spring only	Pediatric Well Child Care Theory	3	NUR 3052 Spring only	Manuscript Development		
	<i>Term Total</i>			13	<i>Term Total</i>			14	<i>Term Total</i>	
Year 2	NUR 2032 Fall only	Differential Diagnosis Clinical	2	NURNP 2515 Spring only	Mgt. Adult Acute Chronic Theory	4	NURNP 2330 Summer only	Psychiatric Diagnosis Theory	2	
	NUR 2033 Fall only	Differential Diagnosis Across the Lifespan	2	NURNP 2303 Spring only	Mgt. Practicum I: Adult Acute Chronic	2	NURNP 2331 Summer only	Psychiatric Diagnosis Practicum	2	
	NURNP 2520 Fall only	Management Pediatric Health Theory	2	NURNP 2314 Spring only	Mgt. Practicum II: Adult Acute Chronic	1	NURCNS 2354*† Summer only	Individual Psychotherapy Theory	2	
	NURNP 2521 Fall only	Management Pediatric Health Practicum	2	NUR 2680 Spring only	Introduction to Genetics and Molecular Therapeutics	3	NURCNS 2355*† Summer only	Individual Psychotherapy Practicum	1	
	NUR 3012 Fall only	Health Policy in Health Care	2	NURNP 2320 Spring only	Neurobiology of Psychiatric Disorders	2				
	NURNP 2523 Fall only	Mgt. Women's Health 1	2							
	<i>Term Total</i>			12	<i>Term Total</i>			12	<i>Term Total</i>	

Year 3	Fall Term			Spring Term			Summer Term		
	NURNP 2325 Fall only	Psychopharmacology	2	NURNP 2345 Spring only	Mgt. of Chronic Health Problems of Psychiatric Clients	2	NUR 3037 Every term	Capstone Clinical	1
	NURNP 2340 Fall only	Mgt. of Acute/Episodic Health Problems of Psychiatric Clients	2	NURNP 2346 Spring only	Mgt. Practicum: Chronic Health Problems of Psychiatric Clients	2	NURSP 2092 Summer only	Leadership Development	3
	NURNP 2341 Fall only	Mgt. Practicum Acute Episodic Health Problems of Psychiatric Clients	2	NUR 3036 Every term	Capstone Project	2	NURNP 3038 Every term	DNP Role Practicum	1
	NURCNS 2350*† Fall only	Group Therapy Theory	2	NURNP 3038 Every term	DNP Role Practicum	1	NURNP 2526 Summer only	Mgt. Geriatric Health	2
	NURCNS 2351*† Fall only	Group Therapy Practicum	1				NURNP 2029 Spring / Summer	Role Seminar II	2
	NUR 3013 Fall only	Ethics in Health Care	1						
	NURSP 2061 Fall only	Organizational and Management Theory	3						
<i>Term Total</i>		13	<i>Term Total</i>		7	<i>Term Total</i>		9	

*†Therapy courses (choose 2 of 3):	<i>Total didactic credit: 75</i>
*†NURCNS 2350 Group Therapy Theory /*†NURCNS 2351 Group Therapy Practicum (fall only)	<i>Total clinical credits: 18</i>
*†NURCNS 2352 Family Therapy/Theory Techniques /*†NURCNS 2353 Family Therapy Role Seminar & Practicum (spring only)	<i>Total credit: 93</i>
*†NURCNS 2354 Individual Psychotherapy Theory /*†NURCNS 2355 Individual Psychotherapy Practicum (summer only)	<i>Total clinical hours: 1120</i>

# School of Nursing

## RN Options-Early Admission to MSN or DNP

*3<sup>rd</sup> in National Institutes of Health (NIH) research dollars awarded  
7<sup>th</sup> in U.S. News & World Reports “America’s Best Graduate Schools”  
Accredited by the Commission on Collegiate Nursing Education (CCNE)*

### OVERVIEW

The **RN Options-Early Admission to MSN or DNP** curriculum is designed for registered nurses, who obtained their nursing education from either a CCNE or NLN accredited diploma or associate degree program, to complete their nursing education with a Bachelor of Science in Nursing (BSN) while offering an opportunity to obtain an early admission to graduate nursing education (MSN or DNP). The curriculum builds upon the professional nurse’s strengths and experiences to expand professional knowledge and practice skills which will provide potential career changing opportunities.

Student transcripts will be compared with the RN Options-Early Admission to MSN or DNP curriculum and academic credit will be granted for comparable coursework. Students meet with their academic advisor to arrange an individualized curriculum plan. Course offerings are flexible; students may begin the curriculum in any term (fall/spring/summer) and enroll as part-time or full-time students.

**Upon finishing 84 credits in the RN Options track**, students must select an option to complete their remaining requirements in the Early Admission to the MSN or DNP selected program or the BSN curriculum.

Students who pursue the **Early Admission to MSN or DNP track** must:

- submit official GRE scores
- apply to the specific program of selection
- provide necessary documentation for desired major
- complete the remaining 36 credits, of which 24 bridge credits will be at the graduate level, to attain a BSN as well as achieve credits toward the MSN or DNP degree. (Students who are offered conditional admission to an online MSN may complete the bridge credits online or onsite).

Students who choose to pursue traditional BSN only will be scheduled individually by the academic advisor.

### CURRICULUM FORMAT

- Full-time or part-time (length depends upon the number of courses taken per term)
- Requisite clinical hours

### OBJECTIVES

Graduates of the RN Options-Early Admission to MSN or DNP are prepared to:

- Implement critical appraisal/thinking skills and advanced clinical practice knowledge
- Integrate the latest evidence based practice to provide thorough, safe and effective patient care

### ADMISSION CRITERIA

- Valid registered nurse license (All students must obtain a Pennsylvania license)
- Graduate of a CCNE or NLN accredited associate degree program or diploma school of nursing
- Cumulative Grade Point Average (GPA) of 3.0 or above in previous academic work
- Complete online application: [www.nursing.pitt.edu](http://www.nursing.pitt.edu)
- *International applicants:* see [www.nursing.pitt.edu](http://www.nursing.pitt.edu) and [www.ois.pitt.edu](http://www.ois.pitt.edu)
- Deadlines: August 1(Fall Term)    December 1(Spring Term)    April 1(Summer Term)



## **CURRICULUM: RN Options-Early Admission to MSN or DNP**

### Courses (may be transferred)

ANTH	Anthropology	3 cr.
CHEM 0910	Chemistry for the Health Professions (lecture/lab)	4 cr.
COMMRC	Communication/Public Speaking	3 cr.
ENGCOMP	English Composition	3 cr.
NUR 0012/0002	Anatomy & Physiology 1 (lecture/lab)	4 cr.
NUR 0013/0003	Anatomy & Physiology 2 (lecture/lab)	4 cr.
NUR 0066	Nutrition for Clinical Practice	3 cr.
NUR 0031/0032	Microbiology (lecture/lab)	4 cr.
PSY	Psychology	3 cr.
PSYED 0005	Life Span Development	3 cr.
SOC	Sociology	3 cr.
STAT or NUR 0088	Statistics or Intro to Basic Statistics for EBP	3 cr.
	<b>SUBTOTAL</b>	<b>40 cr.</b>

### Nursing Courses (may be transferred or challenged by standardized exam/case study)

NUR 0081	Foundations of Nursing Practice 2	2 cr.
NUR 0082	Nursing Mgmt of the Adult with Acute/Chronic Illness	7 cr.
NUR 1050	Nursing Care of Mothers, Newborns, & Families	5 cr.
NUR 1052	Nursing Care of Children & Their Families	5 cr.
NUR 1060	Nursing Care of Clients with Psychiatric Mental Health Problems	5 cr.
NUR 1120	Adv Nsg Mgmt of the Adult with Acute/Complex Health Problems	5 cr.
	<b>SUBTOTAL</b>	<b>29 cr.</b>

### BSN Courses

NUR 0067	Nursing Research: An Introduction to Critical Appraisal & EBP	3 cr.
NUR 0086	Nursing Informatics	2 cr.
NUR 0087	Pharmacology & Therapeutics	3 cr.
NUR 1085	Ethics in Nursing & Health Care	3 cr.
NUR 1127	Community Health Nursing Theory	3 cr.
NUR 1074	Professional Development & Practicum 1	3 cr.
NUR 1079	Professional Development & Practicum 2	3 cr.
NUR 1121	Advanced Clinical Problem Solving	5 cr.
NUR 1154	Nursing Care of the Older Adult	2 cr.
	<b>SUBTOTAL</b>	<b>27 cr.</b>

*NOTE: All previous science-related coursework corresponding to this curriculum must have been completed within 10 years of admission*

### Early Admission to the MSN or DNP Graduate Level Courses (account for 24 credits for the BSN)

NUR 2000/2200	Research for Evidence-Based Practice I	2 cr.
NUR 2004/2204	Pathophysiology Across the Life Span	4 cr.
NUR 2010/2210	Health Promotion & Disease Prevention in Culturally Diverse Pop	3 cr.
NUR 2011/2211	Applied Statistics for Evidence-Based Practice	3 cr.
NUR 2031/2231	The Diagnostic Physical Exam Across the Life Span	3 cr.
NUR 2680/2280	Intro to Genetics & Molecular Therapeutics	3 cr.
NURSP 2061/2261	Organizational and Management Theory	.
	or	3 cr.
NURSP 2090 /2290	Healthcare Outcomes	
NURSP 2092/2292	Leadership Development	3 cr.
	<b>SUBTOTAL</b>	<b>24 cr.</b>

*Italics – online courses*

**BSN is awarded at this time - TOTAL 120 cr.**  
*(Student continues in graduate program)*

### **For information contact:**

Irene Kane, PhD, RN, CNAA, HFS  
RN Options-Early Admission to MSN or DNP Coordinator  
412-624-9908 or [irk1@pitt.edu](mailto:irk1@pitt.edu)



**Masters and DNP Residencies**  
**Nursing Administration Concentration**  
**Guidelines**

1. **Syllabus** – objectives of the residency
2. **Credits:** each credit of residency is the equivalent of 4 hours a week x 15 weeks. Thus 1 credit = 60 hours. Journaling can be counted as worked hours. Attendance at relevant conferences, meetings can be counted as worked hours.
3. **Location**
  - a. Masters level: preferably not in home organization, try to match learner needs
  - b. Doctorate level: can occur in home organization, but not with direct supervisor. Try and match learner needs
4. **Preceptors:**
  - a. Must be masters prepared at minimum; doctorate preferred
  - b. Must have approval of professor
5. **Clearances:**
  - a. May be required by organization
  - b. Required by Pitt (contact Dee Metz)
  - c. Need modified clearance for admin students
6. **Learning Contracts:**
  - a. Initial learning contract developed by preceptor and student
  - b. Must be approved by professor teaching the residency
  - c. All residencies involve some type of deliverable (paper, bibliography, pilot test, etc)
  - d. Completed contract resubmitted at end of the semester, signed and graded by preceptor
7. **Deliverables**
  - a. Students required to journal every week (MSN) or every two weeks (DNP) and demonstrate how they have met the course objectives
  - b. Students required to track hours with each journal entry
  - c. Professor reads journals, comments, redirects as necessary
  - d. Agreed upon project completion and documentation
8. **Professor responsibilities**
  - a. Obtain preceptor if necessary
  - b. Approve learning contracts
  - c. Attain clearances

- d.** Monitor weekly/biweekly journals
- e.** Contact preceptor at least once and/or prn (on site if possible; phone if not)(more frequently with MSN students)
- f.** Final grade with preceptor input
- g.** Letter of appreciation to preceptor

## Guidelines for Student Preceptors

### Nursing Administration Specialty

- II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

Application to the program: Preceptors are used at both the masters and doctoral levels to guide students through their residencies. The role of the preceptor is to provide guidance, insight, and expertise to the student with a focus on specific learning objectives. These objectives are developed in a two part contract between the student and preceptor, which must be approved by the instructor overseeing the residency. Part A of the contract is completed within the first 2 weeks of the semester and includes the student's career goals, semester goals for the residency, learning activities, a defined project, student responsibilities, and preceptor responsibilities. This is signed by both the student and the preceptor, and approved by the instructor. Part B is completed at the end of the semester and includes a student self-evaluation, a preceptor evaluation, and a preceptor recommended grade (See Residency contract). This is also signed by both the student and preceptor.

Throughout the semester students are expected to journal their experiences using BlackBoard. They track the number of hours they have spent in the residency and cite progress made toward the identified goals. The faculty member overseeing the course is expected to read the student journals and provide guidance and direction as needed. The faculty is also expected to make a preceptor site visit to the clinical site if at all possible; if the residency is being completed on-line at a distant site, the instructor will communicate with the preceptor by phone.

Preceptors must have expertise that supports the student's achievement of expected outcomes. At minimum they must be Master's prepared, with a doctorate preferred. Students may have input into their preceptor selection, but the preceptor must be approved by the faculty overseeing the residency.

Typically residencies are done outside the student's place of employment. If a residency is completed at the place of employment, the preceptor cannot be the student's immediate supervisor, and the residency project needs to be outside the student's normal scope of work.

Throughout the semester, faculty is available to discuss any issues, problems, and progress with both the student and the preceptor. At the conclusion of the semester, the experience is evaluated. (see also Residency guidelines).

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School of Nursing*

**DNP Residency Contract**

**Course Name/Number:** NURSP 3097/3297 DNP Residency

**Semester/Year:**

◆ **Student Name:**  
**Address:**

**Phone Number:**  
**Email address:**

◆ **Faculty Name:** Gail A. Wolf, RN, DNS, FAAN  
**Address:** 336 Victoria Hall  
**Phone Number:** (412) 648-3047  
**Fax Number:** (412) 383-7227  
**Email address:** wolfg@pitt.edu

◆ **Preceptor Name:**  
**Address:**

**Phone Number:**  
**Fax Number:**  
**Email address:**

---

***PART A***

- Part A is to be finalized and signed between the student and preceptor within the first two weeks of practice.

**Career Goals:**

*University of Pittsburgh  
School of Nursing*

**DNP Residency Contract**

**Goals for this semester (minimum of three) in measurable terms:**

- 1.
- 2.
- 3.

**Learning activities or resources student will use to achieve goals:**

- 
- 
- 

**Title of project for this semester:**

**Student's responsibilities for project:**

- 
- 
-

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School of Nursing*

**DNP Residency Contract**

**Preceptor's responsibilities:**

- 
- 
- 

**Agreement on goals and project:**

**Student signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Preceptor signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

---

**PART B**

- Student's evaluation of their goal and project work should be completed and given to preceptor no later than one week before their evaluation meeting.

**Self Evaluation:**

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School of Nursing*

**DNP Residency Contract**

1. *Achievement of Goals:*

2. *Project Work:*

**Preceptor's Summary Comments:**

**Preceptor's Grade Assignment:**

A =  
B =  
C =  
D =

**Student signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Preceptor signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- Student will need to provide final copies to preceptor and to faculty member one week before grades are due. Late or incomplete contracts will result in a failing grade for this portion of the course.

# Appendix 12

DNP OMET Evaluations AY  
2012-2013

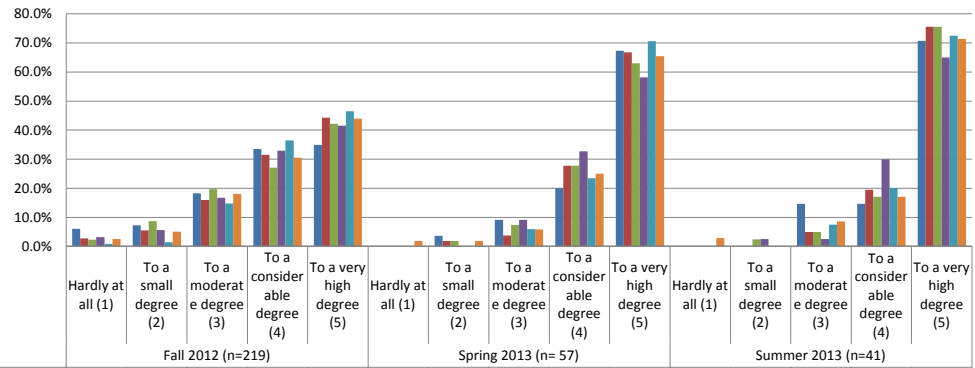
	Fall 2012 (n=219)					Spring 2013 (n= 57)					Summer 2013 (n=41)				
	Hardly at all (1)	To a small degree (2)	To a moderate degree (3)	To a considerable degree (4)	To a very high degree (5)	Hardly at all (1)	To a small degree (2)	To a moderate degree (3)	To a considerable degree (4)	To a very high degree (5)	Hardly at all (1)	To a small degree (2)	To a moderate degree (3)	To a considerable degree (4)	To a very high degree (5)
Instructor used teaching strategies that helped my learning	6.0%	7.3%	18.3%	33.5%	34.9%	0.0%	3.6%	9.1%	20.0%	67.3%	0.0%	0.0%	14.6%	14.6%	70.7%
Instructor made good use of examples to clarify concepts	2.7%	5.5%	16.0%	31.5%	44.3%	0.0%	1.9%	3.7%	27.8%	66.7%	0.0%	0.0%	4.9%	19.5%	75.6%
Instructor provided helpful feedback	2.3%	8.7%	19.7%	27.1%	42.2%	0.0%	1.9%	7.4%	27.8%	63.0%	0.0%	2.4%	4.9%	17.1%	75.6%
Instructor's overall teaching effectiveness	3.2%	5.6%	16.7%	32.9%	41.5%	0.0%	0.0%	9.1%	32.7%	58.2%	0.0%	2.5%	2.5%	30.0%	65.0%
Course content covered stated objectives	0.9%	1.4%	14.7%	36.4%	46.5%	0.0%	0.0%	5.9%	23.5%	70.6%	0.0%	0.0%	7.5%	20.0%	72.5%
Exam content was consistent with course objectives	2.5%	5.0%	18.0%	30.5%	44.0%	1.9%	1.9%	5.8%	25.0%	65.4%	2.9%	0.0%	8.6%	17.1%	71.4%

	Fall 2012 (n=219)					Spring 2013 (n= 57)					Summer 2013 (n=41)				
	Ineffective (1)	Somewhat effective (2)	Effective (3)	Very effective (4)	Does not apply	Ineffective (1)	Somewhat effective (2)	Effective (3)	Very effective (4)	Does not apply	Ineffective (1)	Somewhat effective (2)	Effective (3)	Very effective (4)	Does not apply
Lectures			No DATA			0.0%	7.4%	37.0%	55.6%	0.0%	2.5%	0.0%	35.0%	60.0%	2.5%
Class discussions			No DATA			1.9%	3.7%	50.0%	27.8%	16.7%	0.0%	7.5%	45.0%	32.5%	15.0%
Readings			No DATA			3.9%	19.6%	43.1%	33.3%	0.0%	0.0%	27.0%	27.0%	18.9%	27.0%
Small group discussions			No DATA			0.0%	11.3%	22.6%	9.4%	56.6%	0.0%	7.5%	20.0%	7.5%	65.0%
Student presentations			No DATA			0.0%	0.0%	11.1%	3.7%	85.2%	0.0%	7.5%	36.6%	29.3%	26.8%
Audiovisual materials			No DATA			0.0%	1.9%	53.7%	42.6%	1.9%	2.4%	4.9%	46.3%	43.9%	2.4%
Labs			No DATA			1.9%	0.0%	1.9%	0.0%	96.3%	0.0%	2.4%	4.9%	22.0%	70.7%
Handouts	0.9%	13.5%	32.1%	28.4%	25.1%	1.9%	11.5%	42.3%	42.3%	1.9%	0.0%	10.0%	47.5%	37.5%	5.0%
Assignments	3.7%	12.1%	30.2%	30.7%	23.3%	1.8%	7.3%	58.2%	32.7%	0.0%	0.0%	7.3%	43.9%	48.8%	0.0%
Group projects	0.5%	1.9%	4.7%	6.2%	86.7%	1.9%	5.7%	26.4%	0.0%	66.0%	0.0%	7.5%	32.5%	17.5%	42.5%
Individual projects	0.5%	10.8%	22.2%	23.6%	42.9%	1.9%	7.4%	46.3%	16.7%	27.8%	0.0%	7.3%	24.4%	19.5%	48.8%
Case studies	1.4%	9.1%	21.1%	16.7%	51.7%	1.9%	3.7%	31.5%	31.5%	31.5%	0.0%	4.5%	29.3%	29.3%	36.6%



Course	Term
NUR 2007	Fall 2012
NURSP 2275	Fall 2012
NUR 3099	Fall 2012
NUR 3013	Fall 2012
NUR 2004	Fall 2012
NUR 2034	Fall 2012
NUR 2031	Fall 2012
NUR 2865	Fall 2012
NURNP 2026	Fall 2012
NURNP 2523	Fall 2012
NURNP 2520	Fall 2012
NURSP 3094	Fall 2012
NUR 3052	Spring 2013
NUR 2680	Spring 2013
NURNP 2540	Spring 2013
NURNP 2546	Spring 2013
NUR 3050	Summer 2013
NURNP 2526	Summer 2013
NURNP 2104	Summer 2013

### DNP Student Evaluations Core & Speciality Courses AY 2012-2013



	Fall 2012 (n=219)					Spring 2013 (n=57)					Summer 2013 (n=41)				
	Hardly at all (1)	To a small degree (2)	To a moderate degree (3)	To a considerable degree (4)	To a very high degree (5)	Hardly at all (1)	To a small degree (2)	To a moderate degree (3)	To a considerable degree (4)	To a very high degree (5)	Hardly at all (1)	To a small degree (2)	To a moderate degree (3)	To a considerable degree (4)	To a very high degree (5)
Instructor used teaching strategies that helped my learning	6.0%	7.3%	18.3%	33.5%	34.9%	0.0%	3.6%	9.1%	20.0%	67.3%	0.0%	0.0%	14.6%	14.6%	70.7%
Instructor made good use of examples to clarify concepts	2.7%	5.5%	16.0%	31.5%	44.3%	0.0%	1.9%	3.7%	27.8%	66.7%	0.0%	0.0%	4.9%	19.5%	75.6%
Instructor provided helpful feedback	2.3%	8.7%	19.7%	27.1%	42.2%	0.0%	1.9%	7.4%	27.8%	63.0%	0.0%	2.4%	4.9%	17.1%	75.6%
Instructor's overall teaching effectiveness	3.2%	5.6%	16.7%	32.9%	41.5%	0.0%	0.0%	9.1%	32.7%	58.2%	0.0%	2.5%	2.5%	30.0%	65.0%
Course content covered stated objectives	0.9%	1.4%	14.7%	36.4%	46.5%	0.0%	0.0%	5.9%	23.5%	70.6%	0.0%	0.0%	7.5%	20.0%	72.5%
Exam content was consistent with course objectives	2.5%	5.0%	18.0%	30.5%	44.0%	1.9%	1.9%	5.8%	25.0%	65.4%	2.9%	0.0%	8.6%	17.1%	71.4%

## DNP courses:

## CORE COURSES

BSN to DNP and MSN to DNP	
NUR 2044/2244	Nursing Graduate Orientation Module
NUR 2007/2207/2407	Research for Evidence-Based Practice 2
NUR 2011/2211/2411	Applied Statistics for Evidence-Based Practice
NUR 3012/3212/3412	Public Policy in Health Care
NUR 3013/3213/3413	Ethics in Healthcare
NUR 3050/3250/3450	Grant Writing*
NUR 3052/3252/3452	Manuscript Development*
NUR 3099/3299/3499	The Science of Health Care Delivery
NURSP 2075/2275/2475	Introduction to Health Informatics
NURSP 2090/2290/2490	Healthcare Outcomes
NURSP 2061/2261/2461	Organizational and Management Theory
NUR 3036/3236	Capstone Project
NUR 3037/3237	Capstone Clinical
BSN to DNP	
NUR 2000/2200/2400	Research for Evidence-Based Practice 1
NUR 2010/2210/2410	Health Promotion and Disease Prevention in Culturally Diverse Populations
NUR 2680/2280/2480	Introduction to Genetics and Molecular Therapeutics

- All majors/AROCs require at least one of these courses; some require both

CORE COURSES: Advance Practice Major	
NUR 2004/2204/2404	Pathophysiology Across the Life Span
NUR 2031	The Diagnostic Physical Exam Across the Lifespan
NUR 2032/2432	Differential Diagnosis Clinical
NUR 2033/2433	Differential Diagnosis Across the Lifespan
NUR 2034/2234/2434	Advanced Pharmacology

SPECIALITY COURSES	
NUR 2078/2278/2478	Clinical Diagnostics
NUR 2865/2265/2465	Fundamentals of Disaster/Mass Casualty Care
NURCNS 2350	Group Therapy Theory
NURCNS 2351	Group Therapy Practicum
NURCNS 2354	Individual Psychotherapy Theory
NURCNS 2355	Individual Psychotherapy Practicum
NURCNS 2850	CNS Role Implementation
NURCNS 2851	CNS Clinical Practicum 1
NURCNS 2852	CNS Clinical Practicum 2
NURCNS 3039/3239	DNP CNS Role Practicum
NURNP 2026/2426	Role Seminar 1
NURNP 2029/2429	Role Seminar 2

SPECIALITY COURSES	
NURNP 2100/2401	Management of Adult with Episodic/Chronic Health Problems in Acute Care
NURNP 2101	Management of Adult/Episodic/Chronic Health Problems in Acute Care Clinical
NURNP 2102/2402	Management of Complex Health Problems of the Acutely and Critically Ill Adult
NURNP 2104/2414	Management of Complex Health Problems of the Acutely and Critically Ill Adult
NURNP 2105	Clinical Emphasis-Cardiopulmonary
NURNP 2106	Clinical Emphasis-Critical Care
NURNP 2107	Clinical Emphasis-Oncology
NURNP 2109	Clinical Emphasis-Directed Study
NURNP 2194	Clinical Emphasis: Trauma Emergency Preparedness
NURNP 2303	Management and Practicum 1: PMH Adult Acute and Chronic
NURNP 2314	Management and Practicum 2: PMH Adult Acute and Chronic
NURNP 2320	Neurobiology of Psychiatric Disorders
NURNP 2330	Psychiatric Diagnosis Theory
NURNP 2331	Psychiatric Diagnosis Practicum
NURNP 2340	Management of Acute Health Problems of Psychiatric Patients
NURNP 2341	Management Practicum of Acute Health Problems of Psychiatric Patients
NURNP 2345	Management of Chronic Health Problems of Psychiatric Patients
NURNP 2346	Management Practicum Chronic Health Problems of Psychiatric Patients
NURNP 2325	Psychopharmacology
NURNP 2505/2405	Management: Adult Acute/Chronic Clinical
NURNP 2515/2415	Management: Adult Acute/Chronic Theory
NURNP 2518/2218/2418	Family Theory for Nurse Practitioners: Principles, Implications, and Application Across the Life Span
NURNP 2520/2420	Management: Pediatric Health Theory
NURNP 2521/2421	Management: Pediatric Health Clinical
NURNP 2523/2423	Management: Women's Health 1
NURNP 2526/2426	Management: Geriatric Health
NURNP 2527/2257	Advanced Management: Complex Geriatric Health Issues
NURNP 2528/2258	Seminar in Geriatric Care
NURNP 2529/2259	Gerontology Clinical Practicum
NURNP 2540/2440	Pediatric Well Child Care Theory
NURNP 2550	Management: Advanced Pediatric Health Problems-Clinical

SPECIALITY COURSES	
NURNP 2546/2446/2446	Management: Adolescent Theory
NURNP 2549	Management: Advanced Pediatric Health Problems Theory
NURNP 2570	Comprehensive Neonatal Assessment Theory
NURNP 2571	General Management of the Sick Neonate Theory
NURNP 2572	General Assessment and Management of the Sick Neonate-Clinical
NURNP 2573	Neonatal Disease Process 1 Theory
NURNP 2574	Neonatal Disease Process 2 Theory
NURNP 3025/3225/3425	Diagnosis and Management of Psychiatric Conditions in Primary Care
NURNP 3038	DNP Role Practicum
NURSAN 3751/3251	Team Training in Patient Safety
NURSAN 3782/3282	Directed Seminars in Nurse Anesthesia Practice
NURSP 2091	Financial Management for Healthcare Leaders
NURSP 2092	Leadership Development
NURSP 2190	Advanced Specialty Option: Cardiopulmonary
NURSP 2191	Advanced Specialty Option: Critical Care
NURSP 2192	Advanced Specialty Option: Oncology
NURSP 2193	Advanced Specialty Option: Directed Study
NURSP 2195	Advanced Specialty Option: Trauma Emergency Preparedness
NURSP 2372	Using Data to Drive Decisions
NURSP 2373	Nursing Administration Residency
NURSP 3092	Leadership in Complex Systems
NURSP 3094/3294	Evidence Based Quality Improvement
NURSP 3096/3296	Clinical Systems Analysis and Design
NURSP 3097	DNP Residency

Appendix 14. QIR Template

KEY ELEMENTS (CCNE Standards)	STRATEGIES	DATA SOURCES (Program Specific) Refer to dates in Eval Plan	FINDINGS (Evaluate findings in comparison to benchmark)	Benchmarks	ACTION (Include location of evidence, if action was required/taken)	EVALUATION OF ACTIONS (Include location of evidence)
<p>I A. The mission, goals and expected program outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards, and guidelines for the preparation of nursing professionals.</p> <p>I B. The mission, goals and expected student outcomes are reviewed periodically and revised as appropriate to reflect:</p> <ul style="list-style-type: none"> <li>• professional nursing standards and guidelines; and</li> <li>• the needs and expectations of the community of interest</li> </ul>	<p>Assess DNP objectives to validate consistency with MSN essentials and University outcomes</p>	<p>AACN website for DNP essentials University Mission Statement</p> <p><i>Review objectives on posters in lobby</i></p> <p>Data collected/analyzed every 5 years (2014, 2019, etc.)</p>		<p>100% Compliance</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		
	<p>Examine course objectives for consistency with MSN essentials and relevant professional standards</p>	<p>Curricular crosswalks</p> <p>Data collected/analyzed every 5 years (2014, 2019, etc.)</p> <p>AACN website for MSN essentials (<a href="http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf">http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf</a>)</p> <p>Professional Nursing standards: NONPF competencies: NP Core Adult-Gero Primary Adult-Gero Acute Population Focused</p> <p>CNS competencies Practice Doctorate NP Competencies Nursing Administration Competencies</p>		<p>100% Compliance</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		

KEY ELEMENTS (CCNE Standards)	STRATEGIES	DATA SOURCES (Program Specific) Refer to dates in Eval Plan	FINDINGS (Evaluate findings in comparison to benchmark)	Benchmarks	ACTION (Include location of evidence, if action was required/taken)	EVALUATION OF ACTIONS (Include location of evidence)
<p>II A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.</p>	<p>Review results of DNP End of Program (EOP) and faculty surveys to ensure that resources are sufficient to meet the educational and teaching needs of students and faculty</p>	<p>DNP End-of-Program Survey (items 27-32)</p> <p>Faculty Survey</p> <p>Review DNP council minutes for questions/feedback regarding adequacy of resources</p> <p>Data collected/analyzed annually (April)</p>		<p>≥70% of students rate adequacy of resources at a 6 or 7</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>≥90% of faculty rate adequacy of resources at a 6 or 7</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		

KEY ELEMENTS (CCNE Standards)	STRATEGIES	DATA SOURCES (Program Specific) Refer to dates in Eval Plan	FINDINGS (Evaluate findings in comparison to benchmark)	Benchmarks	ACTION (Include location of evidence, if action was required/taken)	EVALUATION OF ACTIONS (Include location of evidence)
<p>II E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting the achievement of the mission, goals, and expected student and faculty outcomes.</p>	<p>Asses CV/resume of preceptors to determine qualifications</p>	<p>Review of database (Typhon for NP's) for preceptor qualifications</p> <p>Preceptor CVs/resumes</p> <p>Faculty site evaluation form</p> <p>Data collected/analyzed annually</p>		<p>100% academically prepared in their role</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>100% &gt; 1 year experience in their role</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>100% oriented to preceptor role</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		
	<p>Examine student feedback</p>	<p>Student evaluations of preceptors</p> <p>Data collected/analyzed annually</p>		<p>&gt;90% positive student feedback</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		

KEY ELEMENTS (CCNE Standards)	STRATEGIES	DATA SOURCES (Program Specific) Refer to dates in Eval Plan	FINDINGS (Evaluate findings in comparison to benchmark)	Benchmarks	ACTION (Include location of evidence, if action was required/taken)	EVALUATION OF ACTIONS (Include location of evidence)
<p>III D. Teaching-learning practices and learning environments support the achievement of expected learning outcomes.</p>	<p>Review student survey results regarding the effectiveness of teaching/learning practices</p> <p>Review results of student learning outcomes assessments</p> <p>Periodically review all courses for alignment between objectives and course content/ assignments/ exams.</p>	<p>Student EOP Survey (items 16-26) and OMET results</p> <p>DNP Council minutes</p> <p>Review of checklists for course review</p> <p>DNP curriculum committee minutes</p> <p>Data collected/analyzed annually (individual courses are reviewed every 3 years)</p>		<p>≥75% of students will rate faculty as exceptional</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>≥75% of students will rate teaching effectiveness at 4 or above on OMET</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>For each learning outcome, 100% of students will meet the specified benchmark</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>For courses reviewed, there will be 100% alignment between course objectives, content, and assignments/exams</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		



KEY ELEMENTS (CCNE Stanadards)	STRATEGIES	DATA SOURCES (Program Specific) Refer to dates in Eval Plan	FINDINGS (Evaluate findings in comparison to benchmark)	Benchmarks	ACTION (Include location of evidence, if action was required/taken)	EVALUATION OF ACTIONS (Include location of evidence)
<p>III-E. The curriculum includes planned clinical practice experiences that:</p> <p>enable students to integrate new knowledge and demonstrate attainment of program outcomes;</p> <p>and are evaluated by faculty.</p>	<p>Review effectiveness of clinical rotations and settings in supporting achievement of expected student learning outcomes</p> <p>Faculty evaluate clinical sites by examining evidence that students are able to integrate new knowledge and demonstrate attainment of program outcomes</p>	<p>EOP survey- specific questions regarding clinical rotations (items 64-90)</p> <p>Student clinical evaluations Documentation of site visits</p> <p>Data collected at end of each academic term and analyzed annually</p> <p>Randomly check 10% of clinical evaluations each year</p>		<p>For clinical evaluations, 100% of students achieve clinical-level objectives for every course</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>100% of clinical evaluations are reviewed/signed by faculty</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>&gt;75% of students rate their clinical rotations as effective (need item #)</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>100% of programs are maintaining records that show how students are integrating new knowledge in their clinical experience</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>100% of NP programs have documented site visits</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		

KEY ELEMENTS (CCNE Standards)	STRATEGIES	DATA SOURCES (Program Specific) Refer to dates in Eval Plan	FINDINGS (Evaluate findings in comparison to benchmark)	Benchmarks	ACTION (Include location of evidence, if action was required/taken)	EVALUATION OF ACTIONS (Include location of evidence)
III F. The curriculum and teaching learning practices consider the needs and expectations of the community of interest	Review student feedback	Results of EOP survey items 64-90  Data collected/analyzed annually		≥75% of students rate items 64-90 6 or above  <input type="checkbox"/> Met <input type="checkbox"/> Not Met		
	Review reports from clinical agencies/ preceptors	Preceptor evaluations <i>(need to develop survey asking about the program)</i>  Collected end of each academic term; reviewed annually		95% of preceptors rate students as adequately prepared for their clinical/ residency/ practicum experience  <input type="checkbox"/> Met <input type="checkbox"/> Not Met		
	Review reports from advisory boards/ undergrad advisory committee	Reports and minutes from MSN advisory board		Advisory boards will positively evaluate the curriculum in terms of meeting needs  <input type="checkbox"/> Met <input type="checkbox"/> Not Met		
	Review alumni surveys.	Alumni surveys (Jen Fellows, 6-month alumni survey)  Data collected/analyzed annually		90% alumni report that the program met their needs and expectations.  <input type="checkbox"/> Met <input type="checkbox"/> Not Met		

KEY ELEMENTS (CCNE Standards)	STRATEGIES	DATA SOURCES (Program Specific) Refer to dates in Eval Plan	FINDINGS (Evaluate findings in comparison to benchmark)	Benchmarks	ACTION (Include location of evidence, if action was required/taken)	EVALUATION OF ACTIONS (Include location of evidence)
<p>III G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures are defined and consistently applied for individual performance</p>	<p>Review courses for alignment between course objectives and methods of evaluation</p>	<p>Review Curriculum committee minutes - Checklist for faculty (mapping course objectives to content/assignment)</p> <p>Data collected/analyzed annually (individual courses are reviewed every 3 years)</p>		<p>100% alignment</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		
	<p>Survey faculty to ask how course expectations are communicated to students and how performance outcomes are communicated</p> <p>Random audit of course (review individual assignment grades and final course grade)</p>	<p>Review of faculty survey results (CourseWeb, how syllabus is distributed)</p> <p>Review of CourseWeb grades</p> <p>Data collected/analyzed annually (10% of courses reviewed every 3 years)</p>		<p>100% of faculty have evidence to demonstrate alignment</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>100% accuracy of course grades</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		
	<p>Faculty conduct individual student evaluations using course objectives and clinical evaluation criteria</p>	<p>Randomly check 10% of clinical evals to ensure that they reflect clinical site visits for precepted course</p> <p>Data collected/analyzed annually</p>		<p>100% of students will have clinical evaluations signed by faculty</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>100% of clinical evals reflect clinical site visits</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		

KEY ELEMENTS (CCNE Standards)	STRATEGIES	DATA SOURCES (Program Specific) Refer to dates in Eval Plan	FINDINGS (Evaluate findings in comparison to benchmark)	Benchmarks	ACTION (Include location of evidence, if action was required/taken)	EVALUATION OF ACTIONS (Include location of evidence)
III H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement	DNP council reviews curricular crosswalks for consistency with professional nursing standards	<p>DNP council minutes (evidence in minutes suggest that we are consistent with standards)</p> <p>NONPF competencies: NP Core Adult-Gero Primary Adult-Gero Acute Population Focused</p> <p>CNS competencies Practice Doctorate NP Competencies Nursing Administration Competencies</p> <p>Data collected/analyzed every 4 years and any time there is a change in nursing standards or as needed</p>		<p>100% Consistency of crosswalks</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p> <p>Agenda item for council every 4 years</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		
	Students will evaluate teaching-learning practices through EOP and OMET surveys	<p>DNP Council minutes (review of EOP surveys and opportunities for improvements)</p> <p>Review of aggregate OMET survey data, provided by Associate Director of Evaluation</p>		<p>Benchmark</p> <p>≥75% of students rate item 6 or above</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		
	Review faculty evaluations of teaching-learning practices (faculty surveys)	<p>Faculty survey results (items #6,7,9,10,16)</p> <p>Data collected/analyzed annually</p>		<p>90% of faculty report using effective strategies (technology, mentoring, etc) to facilitate learning</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		
	Review faculty survey for changes in teaching practices as a result of OMET and EOP data	<p>Faculty survey results</p> <p>Data collected/analyzed annually</p>		<p>90% of faculty report changing practices as indicated by OMET scores</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>		

## University of Pittsburgh DNP Graduate Survey, 2006 to Aug. 2013

If employed, please tell us where you are employed and how long you have been employed with this organization. If you are willing, please

Answer Options	Response Count
	30
<i>answered question</i>	30
<i>skipped question</i>	4

Number	Response Date	Response Text	Categories
1	Nov 6, 2013 7:59 PM	faculty member at Pitt	
2	Nov 6, 2013 7:54 PM	University of Pittsburgh School of Nursing	
3	Nov 4, 2013 7:08 PM	Oncology nursing certification corporation since 5/2	
4	Oct 28, 2013 12:49 AM	CLARION FOREST VNA, INC 271 PERKINS ROAD	
5	Oct 26, 2013 11:55 PM	Deborah Redmond UPMC Health Plan 500 Grant Str	
6	Oct 26, 2013 5:48 PM	Bon Secours health system Marriottsville, MD 10-4	
7	Oct 25, 2013 8:44 PM	UPMC	
8	Oct 25, 2013 8:29 PM	VA	
9	Oct 24, 2013 5:51 PM	Advanced Surgical Hospital; 4 years; 100 Trich Driv	
10	Oct 23, 2013 10:55 PM	UPMC - 24 years	
11	Oct 23, 2013 10:44 PM	23 years UPMC Presbyterian	
12	Oct 21, 2013 5:42 PM	University of Pittsburgh School of Nursing, 20 years	
13	Oct 21, 2013 12:04 PM	UPMC PUH 20 years	
14	Oct 21, 2013 11:55 AM	University of Pittsburgh, full time for 5.5 yrs East Sid	
15	Oct 20, 2013 4:19 PM	St. Luke's University Health Network 3 years Cona	
16	Oct 20, 2013 3:51 AM	UPMC - Oakland Campus - 13 years	
17	Oct 20, 2013 3:28 AM	Bon Secours St. Mary's Hospital 5801 Bremon Road	
18	Oct 19, 2013 4:45 PM	University of Pittsburgh	
19	Oct 14, 2013 4:16 PM	Vujevich Dermatology Associates PC Employee since	
20	Oct 10, 2013 2:07 PM	Magee Womens Hospital of UPMC Neonatal Intens	
21	Oct 10, 2013 11:44 AM	The Valley Hospital 223 North Van Dien Avenue Ridg	
22	Oct 9, 2013 5:29 PM	UPMC Passavant	
23	Oct 9, 2013 3:07 PM	Baptist College of Health Sciences 1003 Monroe ve.	
24	Oct 9, 2013 12:42 PM	University of Mississippi Medical Center over 6 year	
25	Oct 9, 2013 1:36 AM	Interventional cardiology practice	
26	Oct 9, 2013 1:17 AM	UPMC Shadyside Hospital Supervisor - Shelley Wat	
27	Oct 9, 2013 12:35 AM	Pittsburgh Board of Education, 25 years	
28	Oct 8, 2013 9:06 PM	Children's Hospital since 1993 (20 years)	
29	Oct 8, 2013 4:22 PM	Lehigh Valley Health Network 3 months 250 South	
30	Oct 8, 2013 3:39 PM	Mon Yough Community Services 2 years Board Ch	

:013

CLARION, PA, 16214 EMPLOYED 24 1/2 YEARS CLARION UNIVERSITY OF PENNSYLVANIA SCHOOL  
Pittsburgh, PA 15219 edmond@upmc.edu  
42-3000

re, Washington, PA, 15301

;

le Pediatrics, 16.5 yrs.  
ct Bob Weigand 801 Ostrum St. Bethlehem PA 18015

Richmond, Virginia 23226 Contact: Toni R. Ardabell, CEO

ce 1998  
ive Care Unit for 26 years  
gewood, NJ 07450 24 years as of 12/13 Contact info: Ann Marie Leichman, RN CNO 201-447-8051 bleichr

Memphis, TN 38106 Dr. Cheryl Johnson-Joy cheryl.joy@bchs.edu  
s as Nurse Executive

nters

Cedar Crest Blvd. Allentown, Pa 18102  
ari - Claudia Roth PhD @ rothcr@upmc.edu

COLLEGE OF NURSING AND ALLIED HEALTH | 1801 W. FIRST STREET | PIRRIEVILLE, PA 16301 | EMPLOYED 10 Y

n@valleyhealth.com

TEARS



# Appendix 16

## University of Pittsburgh DNP Graduate Survey, 2006 to Aug. 2013

Describe the type(s) and number of capstone project presentation(s) you have made since graduation: (Indicate number in boxes)						
<b>Poster</b>						
Answer Options	1	2	3	4	5+	Response Count
Local	7	3	0	0	0	10
Regional	7	0	0	0	0	7
National	5	0	0	0	0	5
International	1	0	0	0	0	1
<b>Podium</b>						
Answer Options	1	2	3	4	5+	Response Count
Local	9	5	0	0	0	14
Regional	1	1	0	0	0	2
National	2	1	0	1	0	4
International	1	0	0	0	0	1
						Question Totals
Comments						5
						<i>answered question</i> 26
						<i>skipped question</i> 8

Number	Response Date	Comments	Categories
1	Oct 23, 2013 10:44 PM	In organization	
2	Oct 9, 2013 12:42 PM	I will be presenting in April	
3	Oct 9, 2013 1:17 AM	I will be presenting a podium presentation at the upcoming Greater Pittsburgh Nursing Research Conference.	
4	Oct 8, 2013 9:06 PM	Accepted podium presentation at ITNS, AST and ITA and at Children's Hospital	
5	Oct 8, 2013 4:39 PM	The project was presented in a poster session at the National American Academy of Pediatrics Confernece as well asd Thoracic Society. Locally I presented at the children's hospital in my area as well as where I work at a health sciences university	



## Appendix 17. Faculty Licenses/Certifications

Lastname	Firstname	Fac# Dept#	License#	State Certification 1	State Certification 2	State Certification 3	National Certification 1	National Certification 2
Abriola	Donna	HPD	RN224582L				Inpatient Obstetric National Association of School Nurses	
Albrecht	Susan	HCS	RN204501L		CRNP- Family Health			AANPCP
Alexander	Sheila	ATC	RN303668L					
Al-Zaiti	Salah	ATC	RN648240	CRNP- Adult Health			ANCC- Adult Nurse	
Beach	Michael	ATC	RN342536L	CRNP - Prescriptive	CRNP - Adult Acute	CRNP - Pediatric	ANCC - Acute Care NP	
Bender	Catherine	HCS	RN265512L					
Blazcek	Alice	ATC	RN204527L					
Braxter	Betty	HPD	RN334282L				Midwife (Inactive)	
Burke	Lora	HCS	RN308009L					
Burkett	Marnie	HPD	RN308609L					
Callan	Judith	HCS	RN238535L					
Cassidy	Brenda	HPD	RN220726L	CRNP - Prescriptive	CRNP - Pediatric		Pediatric Nursing Certification Board	
Cerepani	Mary Jo	HPD	RN261812L				CRNP Family Health	
Chambers	Dawn	ATC	RN529661L					
Charron-Prochownik	Denise	HPD	RN321718L	CRNP - Pediatric			ANCC - Pediatric Nurse Practitioner	
Chasens	Eileen	HCS	RN531735					
Choi	Ji Yeon	ATC	RN550373L					
Cohen	Susan	HPD	RN255902L	CRNP- Family Health			ANCC - Family Nurse Practitioner	
Coleman	Tim	HPD	RN507212L	CRNP- Family Health				
Constantino	Rose	HCS	RN186737L					
Crago	Elizabeth	ATC	RN285221L					
Curran	Christine	ATC	RN278237L					
Dabbs	Annette (Devito)	ATC	RN321785	CNS - Adult Health			ANCC - Clinical Nurse Specialist in Adult	
Danford	Cynthia	HPD	RN643278					
Davies	Marilyn	HCS	RN179381					
DeLuca	Sandra	HCS	RN147190L					
Dixon	Bettina	ATC	RN245039L				Certified Registered Nurse Anesthetist	
Donovan	Heidi	ATC	RN548090					
Doswell	Willa	HPD	RN341912					
Dudjak	Linda	ATC	RN197919L					
Dunbar-Jacob	Jacqueline	OOD	RN143136L	Psychologist				
Engberg	Sandra	HPD	RN156862L	CRNP-Primary Care				
Erlen	Judith	HCS	RN155227L					
Evatt	Manjulata	ATC	RN577837					
Faett	Becky	ATC	RN228634L					
Fennimore	Laura	ATC	RN235029L					
Fioravanti	Marie	ATC	RN264476L					
Fischl	Andrea	HPD	RN176421L	CRNP-Primary Care				
Foertsch	Lisa	ATC	RN247979L					
Founds	Sandra	HPD	RN550650	CRNP-Family Health	CRNP - Prescriptive		ANCC - Family Nurse Practitioner	Midwife
Garand	Linda	HCS	RN357402L				ANCC - Specialist in Gerontologist	
Gaylord	Kathryn	HCS	RN231260L					
Grant	Catherine	HPD	RN189957L					
Guttendorf	Jane	ATC	RN238323L					
Haines	Alice	ATC	RN252645L					
Hannan	Margaret	HPD	RN288969L	CRNP - Pediatrics	CRNP - Prescriptive		Certified Pediatric Nurse Practitioner	
Harder	Lois	HCS	RN598603					
Harrison	Karen	ATC	RN331135L					
Henker	Richard	ATC	RN328664L				Certified Registered Nurse Anesthetist	
Hoffmann	Rosemary	ATC	RN222738L				Clinical Nurse Leader	
Hoh	Nicole	HPD	RN529165L					
Hravnak	Marilyn	ATC	RN198543L	CRNP - Adult Acute	CRNP - Prescriptive		ANCC - Acute Care Nurse Practitioner	AACN - Adult Acute and Critical Care Nursing
Kane	Irene	HCS	RN182053L				ANCC - Nursing	
Kang	Ja Hyun	HCS	N/A	Kang holds an RN license but not in the state of Pennsylvania			NCCA- Infection Prevention and Control	
Kaufman	Robert	ATC	RP439411	Pharm D				
Kelly	Linda	ATC	RN230858L					
Kelly	Susan	ATC	RN509405L					
Kreashko	Lisa	HPD	RN259078L	CRNP -Pediatrics				
Lee	Heeyoung	HCS	RN592447	CRNP - Adult Psych Mental			ANCC - Adult Psych & Mental Health	
Libman	Rachel (Shelley)	HPD	RN229694L	CRNP-Pediatrics				
Lingler	Jennifer	HCS	RN345203L	CRNP-Family Health			ANCC - Family Nurse Practitioner	
Lukanski	Amy	HPD	RN523929L					
Magdic	Kathy	ATC	RN186406	CRNP Adult Acute Care			ANCC - Adult Acute Care Nurse Practitioner	
Matthews	Judith	HCS	RN223699					

Mattis	Joseph	ATC	RN310230	CRNP-Family Health	CRNP-Adult Acute Care	CRNP-Prescriptive		
Maurer	Geraldine	HPD	RN220977L	CRNP- Family Health				
Mermigas	Judith	ATC	RN269213L				Certified Registered Nurse Anesthetist	
Miller	Susan	ATC	RN268923L					
Milligan	Shareen	HPD	RN513680L					
Mitchell	Ann	HCS	RN197239L				ARCP - Certified Clinical Research	AHNA - Advanced Holistic Nurse, Bd
Morrison	Suzanne	ATC	RN283504L					
Nativio	Donna	HPD	RN126032L	CRNP-Adult Health	CRNP-Pediatrics		Certified Pediatric Nurse Practitioner	
Neft	Michael	ATC	RN264474L				Certified Registered Nurse Anesthetist	
Novosel	Lorraine	HPD	RN277459L	CRNP - Adult Health			ANCC - Adult Nurse Practitioner	ANCC - Gerontological Nurse Practitioner
O'Donnell	John	ATC	RN261253L				Certified Registered Nurse Anesthetist	
Olshanski	Nicole	HPD	RN521177L					
Organist	Linda	HPD	RN167585L	CRNP - Adult Health	CRNP - Prescriptive (Inactive)		ANCC - Adult Nurse Practitioner	ANCC - Gerontological Nurse Practitioner
Palmer	Laura	ATC	RN192571L				Certified Registered Nurse Anesthetist	AANA - CRNA
Pandy	Leslie	HCS	RN554990					
Park	Na-Jin	HCS	RN631888					
Park	Mijung	HCS	RN570332					
Penrose	Joyce	HPD	RN234275L	CRNP - Family Health	CRNP - Prescriptive		ANCC - Family Nurse Practitioner	
Puskar	Kathryn	HCS	RN159315L				ANA - Adult Psychiatric Mental Health	ANCC - Adult Psychiatric Mental
Rosenzweig	Margaret	ATC	RN245606L	CRNP - Family Health	CRNP - Prescriptive		ANCC - Family Nurse Practitioner (Under	Advanced Oncology Certified Nurse
Schlenk	Elizabeth	HCS	RN340293L					
Sherwood	Paula	ATC	RN557168				Certified Neuroscience Registered Nurse	
Solecki	Linda	ATC	RN512532L					
Sowko	Lucille	ATC	RN252672					
Stilley	Carol	HCS	RN175620L					
Svidron	Donette	HCS	RN530485L	CRNP - Adult Psych Mental	CRNP - Prescriptive		ANCC - Adult Psychiatric & Mental	
Swigart	Valerie	HPD	RN146881					
Tate	Robin	ATC	RN333292L					
Tate	Judith	ATC	RN200004L					
Tuite	Patricia	ATC	RN274782L				CNNS	
Ursiny	Darlene	HPD	RN315953L					
Wang	Weiwien	ATC	RN554545					
Wesmiller	Susan	HPD	RN218328L					
Williams	David	ATC	RN586242					
Wolf	Gail	ATC	RN252070L					
Woomer	V. Gail Ratliff	HCS	RN216643L				International Board Certified Lactation	
Wymard-Tomlinson	Danielle	ATC	RN544422					
Yeh	Chao Hsing	HPD	RN611339					
Zewe	Gretchen	ATC	RN192716L					

Appendix 18

Faculty Forums

Monday Date	Time	Place	FACULTY FORUM Presenter	Topic
Sept. 17, 2012	3:00pm to 5:00pm	ETI	Jackie Dunbar-Jacob, Dean	"Provost Undergraduate Education Task Force Recommendations"
Nov. 5, 2012	3:00pm to 4:30pm	ETI	Jackie Dunbar-Jacob, Dean	"Provost Undergraduate Education Task Force Recommendations Follow-Up"
March 4, 2013	3:30pm to 5:00pm	ETI	Dr. Kevin Crowley, Director of Pitt's Center for Learning in Out-of-School Environments (UPCLOSE)	"Out-Of-School Learning: Motivating and Enhancing Learning Opportunities"
April 22, 2013	3:30pm to 5:00pm	ETI	Jackie Dunbar-Jacob, Dean	"Research Funding and Major Directions"
May 20, 2013	3:30pm to 5:00pm	ETI	Jackie Dunbar-Jacob, Dean	"Guidelines for Promotion for Tenure Stream Asst Professors"
July 29, 2013	2:30pm to 4:00pm	ETI	Jackie Dunbar-Jacob, Dean	"Health Care Changes – Implications for Nurse Educators"
Nov. 4, 2013	3:00pm to 5:00pm	ETI	<i>Jane Haines, Meg Hannan and Linda Garand</i>  Nursing Faculty who attended the SoN's 10/14/13 Elsevier workshop on Critical Thinking & Test Item Writing	Writing Questions for Critical Thinking and  Conversation on writing for critical thinking
Nov. 11, 2013			<u>SPECIAL BSN Council Forum</u>	"Recent NCLEX Results"

	3:00pm to 4:30pm	ETI	w. J. Dunbar-Jacob and S. Engberg  Linda Dudjak, Heeyoung- Lee, Brenda Cassidy	and Strategic Initiatives  Workshop on Implementation Science
Nov. 25, 2013	3:00pm to 5:00pm	ETI	Jeremy Somers, Associate Director, Office of Research Scott Beach, Associate Director, UCSUR Jackie Dunbar-Jacob, Dean	Topic Focused for Faculty Involved in Research, regarding University resources, USCUR resources and School Resources
Dec. 2, 2013	3:00pm to 4:30pm	ETI	Brian Greene, Scientific Editor/Writer, Center for Research and Evaluation	Writing for Critical Thinking
Dec. 9, 2013	3:00pm to 4:30pm	ETI	Elizabeth Schlenk, Associate Professor  Linda Dudjak, Heeyoung Lee, Brenda Cassidy	Implementation Science: Learning the Methodologies  Workshop on Implementation Science
Dec. 16, 2013	3:00pm to 5:00pm	ETI	Jackie Dunbar-Jacob,  Dean	Topic Focused on Scholarship (Not Research) Faculty Not Involved in Research are particularly encouraged to attend
Jan. 13, 2014	3:00pm to 4:30pm	ETI	Mary Lou Klem, Reference Librarian, Health Sciences Library System	Library Resources And Systematic Reviews
Jan. 27, 2014	3:00pm to 4:30pm	ETI	Gina Pugliano, Associate Director for Evaluation,	Critical Thinking Assessment

Center for Research and  
Evaluation

**Research Methodology Series September 2012-September 2013**

September 17, 2012

Lora Burke, PhD

Jennifer Lingler, PHD

Paula Sherwood, PhD

“Getting the Most Out of a Post-Doctoral Fellowship”

October 15, 2013

Darlene F. Zellers

“Resources for Career Success”

November 19, 2012

Andrea Rodgers-Fischl, PhD, MPH, CRNP

“NP-PittNet as a Translational Resource”

February 18, 2013

Leslie Hoffman, PhD, RN, FAAN

“Mentoring Doctoral Students: How to Help Your Students be Successful”

March 18, 2013

Susan Sereika, PhD

“Mediation and Moderation”

April 15, 2013

Scott Beach, PhD

“Ecological Momentary Assessment: Benefits, Challenges, and Sample Applications”

May 20, 2013

Mandy Bell, PhD

Alison Colbert, PhD

Jill Radtke Demirci, PhD

Melanie Turk, PhD

“Mentoring Received as a PhD Student-How it Contributed to my Success”

June 17, 2013

Susan Sereika, PhD

“Trajectory Analysis”

September 16, 2013

Janette Lamb, PhD

“Genomics and Proteomics Core Laboratories: Service Overview and Technology Updates”



### Summary Applications Received for the Academic Year: 2012 - 2013

		Total Rcvd	Rejected	Not Rvwd	PA	OS	Female	Male	Admitted			Declined	Accepted	BSN/MSN	
									FT	PT	Total				
<b>DNP</b>		<b>146</b>	<b>4</b>	<b>49</b>	<b>101</b>	<b>45</b>	<b>128</b>	<b>18</b>	<b>57</b>	<b>36</b>	<b>93</b>	<b>12</b>	<b>78</b>	<b>36</b>	<b>42</b>
<b><u>ONSITE</u></b>		<b>98</b>	<b>2</b>	<b>32</b>	<b>78</b>	<b>20</b>	<b>86</b>	<b>12</b>	<b>45</b>	<b>19</b>	<b>64</b>	<b>11</b>	<b>52</b>	<b>36</b>	<b>16</b>
<b>NURNP-DNP</b>	<b>NURSE PRACTITIONER (DNP)</b>	<b>78</b>	<b>2</b>	<b>27</b>	<b>62</b>	<b>16</b>	<b>68</b>	<b>10</b>	<b>39</b>	<b>10</b>	<b>49</b>	<b>10</b>	<b>38</b>	<b>33</b>	<b>5</b>
DNPACNP-SP	ACUTE CARE NP (DNP)	20	1	1	18	2	16	4	14	4	18	3	15	13	2
DNPANP-SP	ADULT NP (DNP)	8	1	5	6	2	6	2	1	1	2	0	2	2	
DNPFNP-SP	FAMILY NP (DNP)	40	0	15	29	11	36	4	21	4	25	6	18	15	3
DNPPCNP-SP	PSYCH MENTAL HEALTH NP (DNP)	3	0	3	3	0	3	0	0	0	0	0	0		
DNPPNP-SP	PEDIATRIC NP (DNP)	7	0	3	6	1	7	0	3	1	4	1	3	3	
<b>NURCNS-DNP</b>	<b>CLINICAL NURSE SPECIALIST(DNP)</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>3</b>
DNPMSN-SP	MEDICAL SURGICAL (DNP)	6	0	1	5	1	4	2	3	2	5	0	5	2	3
DNPMMHN-SP	PSYCH MENTAL HEALTH (DNP)	3	0	1	3	0	3	0	2	0	2	1	1	1	
<b>NURSP-DNP</b>	<b>NURSE SPECIALTY ROLE (DNP)</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>4</b>		<b>4</b>
DNPNA-SP	ADMINISTRATION (DNP)	6	0	2	5	1	6	0	0	4	4	0	4		4
<b>NDNURP-ND</b>	<b>Non Degree (DNP)</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>4</b>		<b>4</b>
<b><u>ONLINE</u></b>		<b>48</b>	<b>2</b>	<b>17</b>	<b>23</b>	<b>25</b>	<b>42</b>	<b>6</b>	<b>12</b>	<b>17</b>	<b>29</b>	<b>1</b>	<b>26</b>		<b>26</b>
<b>NURSAN-DNP</b>	<b>ANESTHESIA (DNP)</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>		<b>3</b>
ODNPNAN-TR	ONLINE ANESTHESIA (DNP)	4	0	1	3	1	4	0	2	1	3	0	3		3
<b>NURNP-DNP</b>	<b>NURSE PRACTITIONER (DNP)</b>	<b>24</b>	<b>2</b>	<b>12</b>	<b>9</b>	<b>15</b>	<b>22</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>1</b>	<b>8</b>		<b>8</b>
ODNPADP-TR	ONLINE ADULT NP (DNP)	7	0	7	2	5	7	0	0	0	0	0	0		
ODNPANP-TR	ONLINE ACUTE CARE (DNP)	4	0	2	2	2	3	1	0	2	2	0	2		2
ODNPFNP-TR	ONLINE FAMILY NP (DNP)	10	2	2	2	8	9	1	4	2	6	1	5		5
ODNPNNP-TR	ONLINE NEONATAL NP (DNP)	2	0	0	2	0	2	0	1	1	2	0	1		1
ODNPNP-TR	ONLINE PEDIATRIC NP (DNP)	1	0	1	1	0	1	0	0	0	0	0	0		
<b>NURCNS-DNP</b>	<b>CLINICAL NURSE SPECIALIST(DNP)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>		<b>2</b>
ODNPMSN-TR	ONLINE MEDICAL SURGICAL (DNP)	2	0	0	2	0	1	1	1	1	2	0	2		2
<b>NURSP-DNP</b>	<b>NURSE SPECIALTY ROLE (DNP)</b>	<b>18</b>	<b>0</b>	<b>4</b>	<b>9</b>	<b>9</b>	<b>15</b>	<b>3</b>	<b>4</b>	<b>10</b>	<b>14</b>	<b>0</b>	<b>13</b>		<b>13</b>
ODNPNA-TR	ONLINE ADMINISTRATION (DNP)	18	0	4	9	9	15	3	4	10	14	0	13		13

**6. Applicants who took GRE and Avg GRE (2012-2013)**

	Avg GPA	Min GPA	Max GPA	# Apps	# Apps with GRE	Avg GRE V	Avg GRE Q	Avg GRE A	% with GRE taken
post BSN	3.49	2.83	4	66	51	150	148	3.74	
post MSN	3.72	2.86	4	75	23	156	155	3.83	30%

141

**7. Average admitted GPA (2012-2013)**

	Avg GPA (%)	Min GPA	Max GPA	# Admitted	# Admitted with GRE	Avg GRE V	Avg GRE Q	Avg GRE A	% with GRE taken
post BSN	3.57%	2.64	3.983	42	42	151	148	3.8	100%
post MSN	3.71%	2.86	4	47	16	152	148	3.8	34%

89

**8. Proportion who have completed their DNP within 3 years (enrolled in <= 9 terms)**

	# graduates	# graduates within 3 years	%
post BSN	6	4	67%
post MSN	45	21	47%

51

25

**9. Proportion of DNP students who are minority, male, FT vs. PT**

	Minority (%)	Male (%)	FT vs. PT (%)	FT (#)	PT (#)
2011-2012	10.58%	2.35%	9.41%	8	76
2012-2013	13.84%	9.23%	21.53%	28	102
2013-2014	9.14%	11.58%	41.46%	68	96

## DNP Summary Applications/Admissions/Enrollment/Graduation (Fall 2006 - today)

### APPLICATIONS vs. ADMISSIONS

Program/Academic Plan/Academic Subplan		Apps. Rcvd.	Apps. Rejected	Not Rvwvd	ADMITTED											Accept		
					PA/OS	Female/ Male	Minority	BSN/ MSN	Onsite / Online	Prov.	FT/PT	Total						
<b>DNP</b>		<b>478</b>	<b>14</b>	<b>136</b>	<b>243</b>	<b>85</b>	<b>296</b>	<b>32</b>	<b>40</b>	<b>127</b>	<b>201</b>	<b>222</b>	<b>106</b>	<b>14</b>	<b>197</b>	<b>131</b>	<b>328</b>	<b>288</b>
<b>NURSAN-DNP</b>	<b>ANESTHESIA (DNP)</b>	<b>19</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>1</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>10</b>
	DNPANAN-SP ANESTHESIA (DNP)	6	0	3	3	0	2	1	0	0	3	3	0	0	2	1	3	3
	ODNPANAN-TR ONLINE ANESTHESIA (DNP)	13	0	6	6	1	6	1	1	0	7	0	7	0	5	2	7	7
<b>NURNP-DNP</b>	<b>NURSE PRACTITIONER (DNP)</b>	<b>299</b>	<b>11</b>	<b>95</b>	<b>149</b>	<b>44</b>	<b>172</b>	<b>21</b>	<b>24</b>	<b>119</b>	<b>74</b>	<b>155</b>	<b>38</b>	<b>3</b>	<b>139</b>	<b>54</b>	<b>193</b>	<b>160</b>
	DNPACNP-SP ACUTE CARE NP (DNP)	63	3	14	42	4	41	5	5	33	13	46	0	1	29	17	46	37
	DNPAGAC-SP ADULT GERONTOLOGY ACUTE CARE NP	19	0	1	17	1	17	1	1	18	0	18	0	0	14	4	18	18
	DNPAGNP-SP ADULT GERONTOLOGY PRIMARY CARE NP	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	DNPANP-SP ADULT NP (DNP)	19	1	9	7	2	8	1	3	5	4	9	0	0	5	4	9	7
	DNPFLNP-SP FAMILY (INDIVIDUAL ACROSS THE LIFES	5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	DNPFPNP-SP FAMILY NP (DNP)	90	4	29	45	12	50	7	7	45	12	57	0	1	48	9	57	45
	DNPNNP-SP NEONATAL NP (DNP)	3	0	0	3	0	2	1	1	2	1	3	0	0	1	2	3	1
	DNPPCNP-SP PSYCH MENTAL HEALTH NP (DNP)	10	0	5	4	1	4	1	0	4	1	5	0	0	4	1	5	4
	DNPPNP-SP PEDIATRIC NP (DNP)	24	1	6	15	2	17	0	3	12	5	17	0	0	15	2	17	14
	DNPPPNP-SP PEDIATRIC PRIMARY CARE NP	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	ODNPADP-TR ONLINE ADULT NP (DNP)	15	0	11	1	3	3	1	0	0	4	0	4	1	3	1	4	4
	ODNPAGAC-TR ONLINE ADULT GERONTOLOGY ACUTE C	5	0	1	3	1	3	1	0	0	4	0	4	0	1	3	4	4
	ODNPANP-TR ONLINE ACUTE CARE (DNP)	8	0	2	3	3	5	1	1	0	6	0	6	0	1	5	6	6
	ODNPFNP-TR ONLINE FAMILY NP (DNP)	26	2	7	7	10	15	2	3	0	17	0	17	0	12	5	17	15
	ODNPNNP-TR ONLINE NEONATAL NP (DNP)	3	0	0	2	1	3	0	0	0	3	0	3	0	2	1	3	2
	ODNPNP-TR ONLINE PEDIATRIC NP (DNP)	5	0	1	0	4	4	0	0	0	4	0	4	0	4	0	4	3
	ODNPPPC-TR ONLINE PSYCH MENTAL HLTH (DNP)	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>NURCNS-DNP</b>	<b>CLINICAL NURSE SPECIALIST(DNP)</b>	<b>45</b>	<b>1</b>	<b>9</b>	<b>32</b>	<b>3</b>	<b>33</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>27</b>	<b>24</b>	<b>11</b>	<b>2</b>	<b>17</b>	<b>18</b>	<b>35</b>	<b>34</b>
	DNPMSN-SP MEDICAL SURGICAL (DNP)	26	0	6	18	2	19	1	3	7	13	20	0	1	8	12	20	20
	DNPPMHN-SP PSYCH MENTAL HEALTH (DNP)	6	0	2	4	0	4	0	0	1	3	4	0	0	2	2	4	3
	ODNPMHN-TR ONLINE PSYCH PRIMARYCARE (DNP)	1	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	1
	ODNPMSN-TR ONLINE MEDICAL SURGICAL (DNP)	12	1	1	9	1	9	1	1	0	10	0	10	1	7	3	10	10
<b>NURSP-DNP</b>	<b>NURSE SPECIALTY ROLE (DNP)</b>	<b>101</b>	<b>2</b>	<b>20</b>	<b>45</b>	<b>34</b>	<b>72</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>79</b>	<b>29</b>	<b>50</b>	<b>9</b>	<b>32</b>	<b>47</b>	<b>79</b>	<b>73</b>

DNPNA-SP	ADMINISTRATION (DNP)	40	1	10	27	2	28	1	1	0	29	29	0	4	3	26	29	29
ODNPNA-TR	ONLINE ADMINISTRATION (DNP)	61	1	10	18	32	44	6	7	0	50	0	50	5	29	21	50	44
NDNURP-ND	Non Degree (DNP)	14	0	3	8	3	11	0	3	0	11	11	0	0	2	9	11	11
		478	14	136	243	85	296	32	40	127	201	222	106	14	197	131	328	288

**ACCEPTED ADMISSIONS vs. ENROLLMENT, GRADUATION, INACTIVATION**

Program/Academic Plan/Academic Subplan	Accept	Inactive	New Admits	Plan Chg.	Other	ACTIVE (enrolled in the last 3 terms)													Grad ?	
						PA/OS	Female/ Male	Minority	BSN/ MSN	Onsite/ Online	Prov.	FT/PT	Total							
<b>DNP</b>	<b>288</b>	<b>26</b>	<b>11</b>	<b>14</b>	<b>50</b>	<b>115</b>	<b>35</b>	<b>134</b>	<b>16</b>	<b>20</b>	<b>71</b>	<b>79</b>	<b>87</b>	<b>63</b>	<b>6</b>	<b>52</b>	<b>98</b>	<b>150</b>	<b>51</b>	
<b>NURSAN-DNP ANESTHESIA (DNP)</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>1</b>	
DNPAN-SP ANESTHESIA (DNP)	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
ODNPAN-TR ONLINE ANESTHESIA (DNP)	7	1	0	0	1	4	1	4	1	0	0	5	0	5	0	0	5	5	0	
<b>NURNP-DNP NURSE PRACTITIONER (DNP)</b>	<b>160</b>	<b>9</b>	<b>8</b>	<b>12</b>	<b>29</b>	<b>79</b>	<b>17</b>	<b>87</b>	<b>9</b>	<b>13</b>	<b>67</b>	<b>29</b>	<b>72</b>	<b>24</b>	<b>1</b>	<b>48</b>	<b>48</b>	<b>96</b>	<b>18</b>	
DNPACNP-SP ACUTE CARE NP (DNP)	37	3	2	4	17	5	0	4	1	1	3	2	5	0	0	0	5	5	10	
DNPAGAC-SP ADULT GERONTOLOGY ACUTE CARE NP	18	0	0	1	0	17	1	17	1	1	18	0	18	0	0	13	5	18	0	
DNPANP-SP ADULT NP (DNP)	7	1	1	1	1	2	0	2	0	0	2	0	2	0	0	1	1	2	2	
DNPFPNP-SP FAMILY NP (DNP)	45	0	2	4	5	32	3	31	4	4	32	3	35	0	1	27	8	35	3	
DNPNNP-SP NEONATAL NP (DNP)	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
DNPCCNP-SP PSYCH MENTAL HEALTH NP (DNP)	4	1	1	0	0	2	0	2	0	0	2	0	2	0	0	1	1	2	0	
DNPFPNP-SP PEDIATRIC NP (DNP)	14	1	0	1	2	10	0	10	0	3	10	0	10	0	0	6	4	10	1	
ODNPADP-TR ONLINE ADULT NP (DNP)	4	2	0	0	0	1	1	2	0	0	0	2	0	2	0	0	2	2	0	
ODNPAGAC-TR ONLINE ADULT GERONTOLOGY ACUTE C	4	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ODNPANP-TR ONLINE ACUTE CARE (DNP)	6	1	0	0	0	3	2	4	1	1	0	5	0	5	0	0	5	5	0	
ODNPFPNP-TR ONLINE FAMILY NP (DNP)	15	0	2	1	0	6	7	11	2	3	0	13	0	13	0	0	13	13	0	
ODNPNNP-TR ONLINE NEONATAL NP (DNP)	2	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	1	
ODNPFPNP-TR ONLINE PEDIATRIC NP (DNP)	3	0	0	0	0	0	3	3	0	0	0	3	0	3	0	0	3	3	0	
<b>NURCNS-DNP CLINICAL NURSE SPECIALIST(DNP)</b>	<b>34</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>16</b>	<b>2</b>	<b>16</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>14</b>	<b>8</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>14</b>	<b>18</b>	<b>8</b>	
DNPMSN-SP MEDICAL SURGICAL (DNP)	20	2	0	1	3	7	1	7	1	2	4	4	8	0	1	4	4	8	7	
DNPMMHN-SP PSYCH MENTAL HEALTH (DNP)	3	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
ODNPMHN-TR ONLINE PSYCH PRIMARYCARE (DNP)	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ODNPMSN-TR ONLINE MEDICAL SURGICAL (DNP)	10	0	0	0	0	9	1	9	1	1	0	10	0	10	1	0	10	10	0	
<b>NURSP-DNP NURSE SPECIALTY ROLE (DNP)</b>	<b>73</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>16</b>	<b>15</b>	<b>27</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>31</b>	<b>7</b>	<b>24</b>	<b>3</b>	<b>0</b>	<b>31</b>	<b>31</b>	<b>24</b>	
DNPNA-SP ADMINISTRATION (DNP)	29	6	0	0	2	7	0	7	0	0	0	7	7	0	1	0	7	7	14	
ODNPNA-TR ONLINE ADMINISTRATION (DNP)	44	6	2	0	2	9	15	20	4	4	0	24	0	24	2	0	24	24	10	
<b>NDNURP-ND Non Degree (DNP)</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>288</b>	<b>26</b>	<b>11</b>	<b>14</b>	<b>50</b>	<b>115</b>	<b>35</b>	<b>134</b>	<b>16</b>	<b>20</b>	<b>71</b>	<b>79</b>	<b>87</b>	<b>63</b>	<b>6</b>	<b>52</b>	<b>98</b>	<b>150</b>	<b>51</b>	

## DNP Summary Applications/Admissions/Enrollment/Graduation (2012-2013)

### APPLICATIONS vs. ADMISSIONS (2012-2013)

Program/Academic Plan/Academic Subplan	Apps. Rcvd.	Apps. Rejected	Not Rvwd	ADMITTED													Accept
				PA / OS		Female/	Male	Minority	BSN/	MSN	Onsite /	Online	Prov.	FT / PT	Total		
<b>DNP</b>	146	4	49	69	24	78	15	19	42	51	64	29	5	57	36	93	78
<b>NURSAN-DNP ANESTHESIA (DNP)</b>	4	0	1	2	1	3	0	0	0	3	0	3	0	2	1	3	3
ODNPNAN-TR ONLINE ANESTHESIA (DNP)	4	0	1	2	1	3	0	0	0	3	0	3	0	2	1	3	3
<b>NURNP-DNP NURSE PRACTITIONER (DNP)</b>	102	4	39	44	15	49	10	9	39	20	49	10	0	44	15	59	46
DNPACNP-SP ACUTE CARE NP (DNP)	20	1	1	16	2	14	4	2	14	4	18	0	0	14	4	18	15
DNPANP-SP ADULT NP (DNP)	8	1	5	2	0	2	0	0	2	0	2	0	0	1	1	2	2
DNPFPNP-SP FAMILY NP (DNP)	40	0	15	18	7	21	4	3	20	5	25	0	0	21	4	25	18
DNPPCNP-SP PSYCH MENTAL HEALTH NP (DNP)	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DNPPNP-SP PEDIATRIC NP (DNP)	7	0	3	4	0	4	0	1	3	1	4	0	0	3	1	4	3
ODNPADP-TR ONLINE ADULT NP (DNP)	7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ODNPANP-TR ONLINE ACUTE CARE (DNP)	4	0	2	1	1	1	1	1	0	2	0	2	0	0	2	2	2
ODNPFNP-TR ONLINE FAMILY NP (DNP)	10	2	2	1	5	5	1	2	0	6	0	6	0	4	2	6	5
ODNPNNP-TR ONLINE NEONATAL NP (DNP)	2	0	0	2	0	2	0	0	0	2	0	2	0	1	1	2	1
ODNPNP-TR ONLINE PEDIATRIC NP (DNP)	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>NURCNS-DNP CLINICAL NURSE SPECIALIST(DNP)</b>	11	0	2	9	0	7	2	3	3	6	7	2	2	6	3	9	8
DNPMSN-SP MEDICAL SURGICAL (DNP)	6	0	1	5	0	4	1	2	2	3	5	0	1	3	2	5	5
DNPPMHN-SP PSYCH MENTAL HEALTH (DNP)	3	0	1	2	0	2	0	0	1	1	2	0	0	2	0	2	1
ODNPMSN-TR ONLINE MEDICAL SURGICAL (DNP)	2	0	0	2	0	1	1	1	0	2	0	2	1	1	1	2	2
<b>NURSP-DNP NURSE SPECIALTY ROLE (DNP)</b>	24	0	6	12	6	15	3	4	0	18	4	14	3	4	14	18	17
DNPNA-SP ADMINISTRATION (DNP)	6	0	2	4	0	4	0	0	0	4	4	0	1	0	4	4	4
ODNPNA-TR ONLINE ADMINISTRATION (DNP)	18	0	4	8	6	11	3	4	0	14	0	14	2	4	10	14	13
<b>NDNURP-ND Non Degree (DNP)</b>	5	0	1	2	2	4	0	3	0	4	4	0	0	1	3	4	4

ACCEPTED ADMISSIONS vs. ENROLLMENT, GRADUATION, INACTIVATION (2012-2013)

Program	Accept	Inactive	New Admits	Plan Chg.	Other	ACTIVE (enrolled in the last 3 terms)														Grad ?
						PA/OS	Female/ Male	Minority	BSN/ MSN	Onsite/ Online	Prov.	FT/PT	Total							
<b>DNP</b>	<b>78</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>24</b>	<b>39</b>	<b>13</b>	<b>43</b>	<b>9</b>	<b>13</b>	<b>22</b>	<b>30</b>	<b>31</b>	<b>21</b>	<b>3</b>	<b>19</b>	<b>33</b>	<b>52</b>	<b>0</b>	
<b>NURSAN-DNP ANESTHESIA (DNP)</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	
<b>ODNPNAN-TR ONLINE ANESTHESIA (DNP)</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	
<b>NURNP-DNP NURSE PRACTITIONER (DNP)</b>	<b>46</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>15</b>	<b>23</b>	<b>8</b>	<b>26</b>	<b>5</b>	<b>8</b>	<b>20</b>	<b>11</b>	<b>23</b>	<b>8</b>	<b>0</b>	<b>17</b>	<b>14</b>	<b>31</b>	<b>0</b>	
<b>DNPACNP-SP ACUTE CARE NP (DNP)</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	
<b>DNPANP-SP ADULT NP (DNP)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	
<b>DNPFNP-SP FAMILY NP (DNP)</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>11</b>	<b>3</b>	<b>12</b>	<b>2</b>	<b>3</b>	<b>13</b>	<b>1</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>1</b>	<b>14</b>	<b>0</b>	
<b>DNPPNP-SP PEDIATRIC NP (DNP)</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	
<b>ODNPANP-TR ONLINE ACUTE CARE (DNP)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	
<b>ODNPFNP-TR ONLINE FAMILY NP (DNP)</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>0</b>	
<b>ODNPNNP-TR ONLINE NEONATAL NP (DNP)</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	
<b>NURCNS-DNP CLINICAL NURSE SPECIALIST(DNP)</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>0</b>	
<b>DNPMSN-SP MEDICAL SURGICAL (DNP)</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>0</b>	
<b>DNPPMHN-SP PSYCH MENTAL HEALTH (DNP)</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>ODNPMSN-TR ONLINE MEDICAL SURGICAL (DNP)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	
<b>NURSP-DNP NURSE SPECIALTY ROLE (DNP)</b>	<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>11</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>13</b>	<b>4</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>13</b>	<b>13</b>	<b>0</b>	
<b>DNPNA-SP ADMINISTRATION (DNP)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>0</b>	
<b>ODNPNA-TR ONLINE ADMINISTRATION (DNP)</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>0</b>	
<b>NDNURP-ND Non Degree (DNP)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

## DNP Summary by Academic Years

### APPLICATIONS vs. ADMISSIONS

Academic Year	Apps. Rcvd.	Apps. Rejected	Apps. Not Rvwd	Other Apps.	ADMITTED													Accept
					PA	OS	Female	Male	Minority	BSN	MSN	Onsite	Online	Provisional	FT	PT	Total	
2006-2007	25	0	0	0	23	2	23	2	1	1	24	24	1	2	4	21	25	25
2007-2008	20	0	7	0	13	0	13	0	0	1	12	13	0	0	1	12	13	13
2008-2009	15	0	3	0	12	0	12	0	1	3	9	12	0	1	5	7	12	12
2009-2010	21	0	5	0	16	0	16	0	4	4	12	16	0	0	8	8	16	15
2010-2011	49	2	9	0	23	15	36	2	4	11	27	19	19	0	27	11	38	36
2011-2012	76	4	23	0	24	25	46	3	4	9	40	14	35	2	38	11	49	41
2012-2013	146	4	49	0	69	24	78	15	19	42	51	64	29	5	57	36	93	78
2013-2014	117	4	33	0	63	17	70	10	7	56	24	60	20	4	57	23	80	67
2014-2015	9	0	7	0	0	2	2	0	0	0	2	0	2	0	0	2	2	1
	<b>478</b>	<b>14</b>	<b>136</b>	<b>0</b>	<b>243</b>	<b>85</b>	<b>296</b>	<b>32</b>	<b>40</b>	<b>127</b>	<b>201</b>	<b>222</b>	<b>106</b>	<b>14</b>	<b>197</b>	<b>131</b>	<b>328</b>	<b>288</b>

### ACCEPTED ADMISSIONS vs. ENROLLMENT, GRADUATION, INACTIVATION

Academic Year	Accept	Inactive	New Admits	Plan Chg.	Other	ACTIVE (enrolled in the last 3 terms)													Grad ?
						PA	OS	Female	Male	Minority	BSN	MSN	Onsite	Online	Provisional	FT	PT	Total	
2006-2007	25	7	0	0	0	2	0	2	0	0	0	2	1	1	0	0	2	2	16
2007-2008	13	5	0	0	0	3	0	3	0	0	0	3	3	0	0	0	3	3	5
2008-2009	12	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	9
2009-2010	15	0	0	0	5	3	0	3	0	1	1	2	3	0	0	0	3	3	7
2010-2011	36	5	0	4	10	5	3	8	0	0	1	7	2	6	0	0	8	8	13
2011-2012	41	6	1	1	5	16	12	27	1	3	5	23	5	23	1	3	25	28	1
2012-2013	78	2	0	7	24	39	13	43	9	13	22	30	31	21	3	19	33	52	0
2013-2014	67	0	8	2	5	47	7	48	6	3	42	12	42	12	2	30	24	54	0
2014-2015	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>288</b>	<b>26</b>	<b>11</b>	<b>14</b>	<b>50</b>	<b>115</b>	<b>35</b>	<b>134</b>	<b>16</b>	<b>20</b>	<b>71</b>	<b>79</b>	<b>87</b>	<b>63</b>	<b>6</b>	<b>52</b>	<b>98</b>	<b>150</b>	<b>51</b>



### Quality Improvement Report for DNP program 2012-2013

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
<b>I. Summary/ Introduction of Program (s)</b>	1. School of Nursing (SON) Website: <a href="http://www.nursing.pitt.edu/academics/dnp.jsp">http://www.nursing.pitt.edu/academics/dnp.jsp</a>	1. Reviewed content of SON website for updates regarding: DNP area coordinators review area specific content. 2. Review availability on the website of mission, goals, and expected outcomes (CCNE standard IA.)	1. Program specific web pages have been reviewed annually by program coordinators for compliance with appropriate accreditation standards, CCNE, COA.	1A. Continue annual review of program specific website content by Area of concentration coordinators (AOCC). 1B. Communicate and streamline process of annual updates. 1C. Remind coordinators of when to review.	Continue timely updates
	2. Student Services Office (SSO) website: <a href="http://www.nursing.pitt.edu/department/sso/index.jsp">http://www.nursing.pitt.edu/department/sso/index.jsp</a>	2. Reviewed content of SSO website for services and contact information for recruitment of prospective students	2. SSO website has been updated to include contact information to facilitate recruitment/ communication with prospective students. Website will include mission, goals and expected student outcomes.	Include mission, goals, and expected student outcomes. (standard IA, CCNE)	Continue timely updates
<b>II. Standing relative to other programs</b>	There is no ranking of DNP programs to date	Reviewed other DNP program in terms of curriculum.	1. Our curriculum reflects the DNP essentials. 2. Anecdotal student reports reflect that our program is more rigorous than other programs	Continue to monitor and assess Add national recommendations from NONPF & NTF recommendations both revised in 2012 (both for NP's	1. Continue to monitor and assess 2. DNP faculties attend and present at national meetings. 3. Monitor literature 4. Monitor students output from local and national DNP programs.

**Quality Improvement Report for DNP program 2012-2013**

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
<p><b>III. Curriculum Review.</b>                      IIIa. Does curriculum continue to reflect current accreditation standards and DNP Essentials?</p>	<p>1. The curricula are evaluated against CCNE Accreditation standards, the American Association of College of Nursing (AACN, 2006), THE NATIONAL TASK FORCE GUIDELINES FOR NP PROGRAMS (DNP COMPETENCIES, ACUTE CARE/GERONTOLOGY, CORE COMPETENCIES FOR NPs); and Council on Accreditation of Nurse Anesthesia Educational Programs.</p> <p><a href="http://www.aacn.nche.edu/DNP/index.htm">http://www.aacn.nche.edu/DNP/index.htm</a></p>	<p>1A. All DNP level courses objectives were evaluated against the AACN DNP Essentials. A grid was formed comparing DNP Essentials, objectives, and course descriptions of required courses within the DNP programs.</p> <p>1B. The faculty of the DNP majors and areas of concentration (AOC) reviewed the individual competencies for their specialties And included in a CCNE accreditation report</p>	<p>1A. Following a curriculum review of 2009-2010 the University of Pittsburgh School of Nursing's DNP Implementation Committee completed a crosswalk comparing DNP Essentials to course objectives. This material was shared with the MSN/DNP Council and with the Evaluation Steering Committee                      See Crosswalk (in progress)</p>	<p>1A. Continue to ensure that the curriculum reflects current accreditation standards; participate in the specialty sponsored workshops regarding educational essentials when appropriate.</p> <p>1B. Continue to track curriculum committee activities.</p>	<p>1A. Mechanism for annual review of course objectives and educational essentials is in place.</p> <p>1B. It is the responsibility of the DNP Council to:</p> <p>a) review the crosswalk every three years and report deficiencies in time for annual report.</p> <p>b) Assure that course revisions continue to match "the essentials" and the National Task Force for NP education recommendations</p>
<p>IIIb. How does the program address current health care needs?</p>	<p>1. local regional demographics of health care needs</p>	<p>1. Areas of concentration provided examples of regional or national trends that were influencing curriculum or program planning.</p>	<p>1. Evaluation committee assessed health care trends identified as important by each DNP major. Limited examples are:</p> <p>A. PA health care reform                      B. Need for DNP prepared nurses across health care settings.                      C. Specific need for neonatal NP and acute care</p>	<p>1A. Continue to be aware and have faculty involvement in regional and national health care needs.                      1B. Continue to have DNP faculty demonstrate responsiveness to health care needs nationally and regionally.</p>	<p>1A. Continue to monitor and report.</p>

### Quality Improvement Report for DNP program 2012-2013

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
			pediatrics NP in region D. High % of citizens age 65+ E. Advisory Committee (Standard IB)		
III c. Describe curricular changes implemented as a result of evaluative information		NP courses in each AOC will be cross-walked with new population focused competencies	None-Pending outcome of crosswalk	None-Pending outcome of crosswalk	1A. Crosswalk with current NP curriculum
	2. Office of measurement and Evaluation of Teaching (OMET)	2. OMETs are obtained for each theory course. Primary teacher for the course reviews the OMETs each semester. These are included in faculty evaluation	Overall feedback about NUR 3099/3299 is favorable (OMET ~4; OMET slightly higher in 3299 v. 3099; students feel the course achieved its objectives).	2a. Continue to use OMET system to obtain student feedback.	Continue to monitor OMETs
	3. Clinical Evaluation Tools 3A. Clinical site evaluations (faculty)	No Data	Reviewed by individual AOC faculty and department	Pending tool evaluation	Evaluate Capstone and clinical evaluation tools.
	3B. Clinical practice evaluation tools for all clinical sites	Reviewed by clinical advisory board	Current tools reviewed by faculty	Leave current tools in place	Continue to evaluate
	Preceptor evaluation of student	Advisor collects from preceptors by using current evaluation tool	Review evaluation tool annually	Revise tool as needed	Continue to evaluate
<b>IV. Necessary Resources</b>					
IVa. Faculty/Student Ratio (clinical)	Generally 1:1				Continue to monitor

**Quality Improvement Report for DNP program 2012-2013**

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
IVb. Program Centered Costs	\$925/credit in state \$1069/credit out-of-state  \$11,336/term x 4-5 terms in-state  \$13,074/term x 4-5 terms  Fees: PT/term: \$214 FT/term: \$430 FT/Academic year: \$860  Contact: Associate Dean for Clinical Education and Assistant Dean for Administration	1. Reviewed annually by the Dean, Associate Deans, Assistant Dean, Dean's Council according to University budget allocation to schools/programs	1. Evaluated by the Budget and Planning Committee and the Assistant Dean for Administration	1. Balance operational costs and program-centered costs with tuition per student in all programs to arrive at an accurate program-centered cost	1. Assistant Dean for Administration and the Budget and Planning Committee to monitor operational and program-centered costs
IVc. Existing program grants and other support	1. Sources of supplementary support (SON, university, financial aid and scholarships) <a href="http://www.nursing.pitt.edu/students/graduate/financial_aid_grad.jsp">http://www.nursing.pitt.edu/students/graduate/financial_aid_grad.jsp</a> Contact: Associate Dean for Student and Alumni Services, Development and Public Relations  Primary Care NP grant (Dr. Kitutu is PI): 15	1. Reviewed graduate Financial Aid website <b>INFORMATION PENDING FROM FINANCIAL AID OFFICE.</b>  2. Database of resources, eligibility criteria and past recipients maintained by SSO since 1993.	1. Updated annually by Associate Dean for Student and Alumni Services, Development and Public Relations with assistance by SSO	1. SSO and DNP Lead Coordinator notify students by email with cc to program directors/coordinators providing back-up/follow-up notification to eligible students who do not respond to email.  2. Continue to maintain a database of resources, eligibility criteria and past recipients. 3. Continue to assure accuracy in the SON web	1. SSO and Associate Dean for Student and Alumni Services, Development and Public Relations to assess impact of notification on utilization of graduate Financial Aid resources and scholarships

**Quality Improvement Report for DNP program 2012-2013**

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
	students admitted January, 2013, with full tuition for first 2 years; 3 <sup>rd</sup> year supported by school. (Grant was sought due to the decreasing number of full-time students)			based materials in accessing scholarship materials.	
<b>V. Feedback regarding individual graduates</b>					
Va. Certification exam pass rates for DNP NP graduates  There is a DNP certification exam which we do not recommend currently.	Currently there is no requirement for national certification for NP DNP graduates National certification is required for NPs prepared at the graduate level. National Certification Exam pass rate is 100%	Review national NP certification exam scores and scores of our NP DNP graduates	Unable to evaluate: Graduate to date are post masters DNP and do not require additional certification	Review national NP certification exam scores and scores of our NP DNP graduates	Continue to monitor
Vb. Job placement rates	Alumni survey: School of Nursing prepares. University Center for Social & Urban research will collect data	Job placement rates	100% of DNP graduates already have jobs. 21 graduates since Spring, 2012	Tracking system is maintained by DNP program secretary Data collected annually from graduates	Continue to monitor
Vd. Accomplishments of grads	Alumni survey: School of Nursing prepares. University Center for Social & Urban research will collect data Specific DNP alumni survey constructed; distribution pending.	Number of publications, presentations, and so forth. DNP secretary queries coordinators annually	As part of Capstone process students are required to have a public defense and to submit a manuscript of finding in order to graduate. Capstone students are successful in being published and in being selected for national presentation of their		Continue to monitor

**Quality Improvement Report for DNP program 2012-2013**

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
			Capstone work		
<b>VI. Feedback from Employers</b>	No data available	Need to collect data to get information from employers regarding strength and weakness of graduates.			
Via. Strengths of graduates	No data				Will monitor
Vib Weakness of graduates	No data				Will monitor
<b>VII. Review of all students and expected benchmarks</b>					
VIIa. Benchmarks for students	National Certification Exams (for BSN/DNP students)	Review National Certification exam scores 100% pass rate.	Unable to evaluate: applied to BSN-DNP only.		Continue to monitor and report
VIIb. Review of Individual Students	DNP progression	DNP Council reviews student progress four times a year and as needed in monthly meetings.	No major issue in student progression was identified. Attrition was due to level of difficulty of DNP curriculum and personal issues. 21 students graduated as of January, 2012.	DNP Council continues to review student progress regularly	Continue ad hoc monitoring
	DNP Capstone completion/submit manuscripts	DNP subcommittee reviewed Capstone Progression document	No major issues in capstone progression. Capstone committees worked with students	Capstone committee will monitor student progress on a regular basis. Capstone evaluation form will be developed by MSN/DNP evaluation committee	Continue to monitor

**Quality Improvement Report for DNP program 2012-2013**

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
	Comprehensive Exam Pass Rate	Review Comprehensive Exam Pass rates ( applies to Post BSN- DNP graduates only)	Students were post master DNP students.		Continue to monitor
	DNP graduation rates	Reviewed the number of graduates	45 total graduates		Continue to monitor
	End of DNP program survey	Review of students' satisfaction with the program	Majority of students rated faculty (e.g. faculty excellence, accessibility, responsiveness), course for this program, content of DNP courses rated as moderately satisfied or very satisfied. 92.3% of students reported that our DNP program meet and fulfill their expectation.	Need to add item: what is new in current job?; What is change in your position? How to change in your position? Need to revise survey	Continue to monitor
	Students' learning outcomes	Review of students' leaning outcomes regarding written communication and global health	Written communication: Initial assessment: Five manuscripts form DNP students (spring/2011) 80% of students were rated at the met competency level. 20% achieved a minimally met level of competency. Written communication: End of program assessment: Five capstone projects were reviewed. 100 % achieved a rating of met the level of competency.	- A review of the rubric noted that many of the items evaluate higher thinking skills and significance of the work. - The rubric should be refined to focus on written communication skills. - need to review data to determine how to impact student writing outcomes - Identify the higher order thinking skills essential for written communication at the doctoral level - Crosswalk these skills against the current curriculum to determine	Will re-evaluate student written communication learning outcome in Spring, 2014 Will refine the rubric in cooperation with the SON's Director of Evaluation  Will re-evaluate student global health learning outcome in Spring, 2014. Will refine the rubric in cooperation with the SON's Director of Evaluation

**Quality Improvement Report for DNP program 2012-2013**

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
			Global health: 2 students completed the survey. Neither achieved a score of 80% or better on the survey. The average score was 72%	<p>where and how these skills are being taught</p> <ul style="list-style-type: none"> <li>- Incorporate assessment of higher order thinking communication skills into current curriculum</li> </ul> <p>-Crosswalk current courses against global health competencies to identify content that is currently being addressed.</p> <ul style="list-style-type: none"> <li>- Reevaluate student learning outcomes.</li> </ul>	
	DNP Employment Rates	Review of students employment within 3 months of graduation		See section Vb. Need to set up formal process	Continue to monitor
	Alumni Survey	Review of alumni's satisfaction with their education one to 3 years post graduation		See section Vb, Vc, & Vd	Continue to monitor
	Clinical Site Evaluation	Evaluate clinical sites as appropriate for each DNP students' capstone work		See section IIIc	Continue to monitor
	Preceptor Evaluation of students	Preceptor evaluation of student experience.		See section IIIc	Continue to monitor
VIII Review of websites/ Promotional Materials					



**Quality Improvement Report for DNP program 2012-2013**

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
VIIIa. Websites	1 SSO and SON website (SON) Website: <a href="http://www.nursing.pitt.edu/index.jsp">http://www.nursing.pitt.edu/index.jsp</a>  (SSO) website: <a href="http://www.nursing.pitt.edu/department/sso/index.jsp">http://www.nursing.pitt.edu/department/sso/index.jsp</a>	1 Reviewed SSO and SON websites	1 Refer to I above Hard to follow/find information	1. Continue annual review of SON website  Need to add marketing strategies for our DNP that we have specific clinical foci. Need to highlight what makes our DNP stands out/differs from others.  Any additional descriptive AOC content would have to be developed by those AOC faculty members	1. Continue timely updates
VIIIb. Promotional Materials	1 SSO and AER materials  SSO contacts: Associate Director of Recruitment ;Administrator, Student Services /Marketing Specialist ; AER Contact: Associate Director of Alumni Relations	1. Reviewed SSO and AER promotional materials	1. Materials reviewed annually by program coordinators	1 Continue annual review of promotional materials	1 Continue timely updates
IX. Review of Communities of Interest					
IXa. Feedback from community of interest (internal: students)	- Course evaluations - End of Program evaluations - Dean's Advisory Committee - Process for student				

**Quality Improvement Report for DNP program 2012-2013**

Element	Data Source(s)/Contacts	Review Activities	Evaluation	Recommendation(s)	Action(s)
	complaints				
IXb Feedback from community of interest (external: employers, other SON, preceptors)	1. External communities: a) Preceptors (Preceptor Advisory Board)				
	2a. DNP advisory boards 2b. DNP Council	6 local healthcare leaders have been invited to serve on a DNP advisory board	NA	DNP advisory committee including graduates, employers, community of interest, board of visitors, preceptors.	Encourage all DNP Areas of Concentration to recruit and hold annual advisory board meeting. Face-to-face meeting occurred in May, 2012. Plan is for annual meeting ad PRN sharing of information with board members.
	3. Employers	No formal evaluation from	No specific information obtained	We can include items in the end of DNP program survey to get feedback from employers.	Continue to monitor
	4. Patients/Community	4) Do not utilize consumers/patients/potential patients or communities for recommendations regarding nursing's input to community and individual health.	No specific information obtained Awards received by DNP graduates.	We should be using patient (consumers) as community of interest by collecting any awards received by DNP graduates or community service activities of DNP graduate.	Continue to monitor
	UPMC			UPMC has made a commitment to place all DNP Pitt students seeking a preceptor clinical site	A system wide contact with UPMC is in place. Ben Reynolds is the contact person regarding database of UPMC clinical sites.

**ASSESSMENT  
MATRIX:  
WRITTEN  
COMMUNICATION  
LEARNING  
OUTCOME  
DNP PROGRAM**



<b>PROGRAM OR SCHOOL</b>	University of Pittsburgh School of Nursing, DNP Program		
<b>Assessment Coordinator for Program or School</b>	<b>Name</b>	<b>Email:</b>	<b>Phone:</b>
<b>Program or School Mission Statement</b>	<p>The School of Nursing's mission is to:</p> <ul style="list-style-type: none"> <li>• provide high-quality undergraduate education in nursing;</li> <li>• maintain and develop superior graduate programs in nursing that respond to the needs of health care in general and nursing in particular within Pennsylvania, the nation, and the world;</li> <li>• engage in research and other scholarly activities that advance learning through the extension of the frontiers of knowledge in health care;</li> <li>• cooperate with health care, governmental, and related institutions to transfer knowledge in health sciences and health care;</li> <li>• offer continuing education programs adapted to the professional upgrading and career advancement interests and needs of nurses in Pennsylvania; and</li> <li>• make available to local communities and public agencies the expertise of the School of Nursing in ways that are consistent with the primary teaching and research functions and contribute to the intellectual and economic development in health care within the commonwealth, the nation, and the world.</li> </ul>		
<b>Program or School Goals</b>	<p>The graduate of the DNP program will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the scientific underpinnings of practice.</li> <li>2. Demonstrate organizational and systems leadership for quality improvement and systems thinking.</li> <li>3. Demonstrate clinical scholarship and analytical methods for evidence-based practice.</li> <li>4. Demonstrate understanding and usage of information systems and technology and patient care technology for the improvement and transformation of health care.</li> <li>5. Demonstrate understanding of health care policy for advocacy of health care.</li> <li>6. Demonstrate inter-professional collaboration for improving patient and population health outcomes.</li> <li>7. Demonstrate clinical prevention and population health for improving the nation's health.</li> <li>8. Demonstrate advanced nursing practice.</li> </ol>		

<b>Learning Outcomes</b> <i>What will students know and be able to do when they graduate?</i>	<b>Assessment Methods</b> <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	<b>Standards of Comparison</b> <i>How well should students be able to do on the assessment?</i>	<b>Evidence to support Validity of Assessment</b> <i>What evidence supports the stated outcome in accordance with the program goals?</i>	<b>Interpretation of Results</b> <i>What do the data show?</i>	<b>Use of Results/Action Plan</b> <i>Who reviewed the finding? What changes were made after reviewing the results?</i>
<p>Learners will obtain the knowledge and skills to effectively communicate evidence regarding practice at the graduate nursing level.</p>	<p>DNP students will be assessed at two points in the curriculum.</p> <p>Measurement 1: In this course, students are required to prepare a manuscript for possible publication in an appropriate, peer-reviewed journal. A draft of the paper will be evaluated.</p> <p>Measurement 2: NUR 3036: Capstone Project. In this course, students will undertake a rigorous investigation of a clinical concern or issue that results in the utilization or translation of evidence into practice through the development of a manuscript worthy of publication in an appropriate, peer-reviewed journal.</p>	<p>Measurement 1: 80% of students will receive and average rating of 3 or higher using the corresponding evaluation rubric</p> <p>Measurement 2: 100% of students will receive and average rating of 3 or higher using the corresponding evaluation rubric</p>	<p>Learning outcome stated in program goals; aligned with DNP essential #1</p>	<p>Pending June 2014 assessment</p>	<p>The data will be summarized and reported to the DNP Council, the Evaluation Steering Committee and the DNP Curriculum Committee at each evaluation time point.</p> <p>Information will be utilized to inform:</p> <ul style="list-style-type: none"> <li>• Curriculum changes or additions</li> <li>• Opportunities to enhance student learning outcomes</li> <li>• Procedural or process changes</li> </ul>

**ASSESSMENT  
MATRIX:  
QUANTITATIVE  
LEARNING  
OUTCOME  
DNP PROGRAM**



<b>PROGRAM OR SCHOOL</b>	University of Pittsburgh School of Nursing, DNP Program		
<b>Assessment Coordinator for Program or School</b>	<b>Name</b>	<b>Email:</b>	<b>Phone:</b>
<b>Program or School Mission Statement</b>	<p>The School of Nursing's mission is to:</p> <ul style="list-style-type: none"> <li>• provide high-quality undergraduate education in nursing;</li> <li>• maintain and develop superior graduate programs in nursing that respond to the needs of health care in general and nursing in particular within Pennsylvania, the nation, and the world;</li> <li>• engage in research and other scholarly activities that advance learning through the extension of the frontiers of knowledge in health care;</li> <li>• cooperate with health care, governmental, and related institutions to transfer knowledge in health sciences and health care;</li> <li>• offer continuing education programs adapted to the professional upgrading and career advancement interests and needs of nurses in Pennsylvania; and</li> <li>• make available to local communities and public agencies the expertise of the School of Nursing in ways that are consistent with the primary teaching and research functions and contribute to the intellectual and economic development in health care within the commonwealth, the nation, and the world.</li> </ul>		
<b>Program or School Goals</b>	<p>The graduate of the DNP program will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the scientific underpinnings of practice.</li> <li>2. Demonstrate organizational and systems leadership for quality improvement and systems thinking.</li> <li>3. Demonstrate clinical scholarship and analytical methods for evidence-based practice.</li> <li>4. Demonstrate understanding and usage of information systems and technology and patient care technology for the improvement and transformation of health care.</li> <li>5. Demonstrate understanding of health care policy for advocacy of health care.</li> <li>6. Demonstrate inter-professional collaboration for improving patient and population health outcomes.</li> <li>7. Demonstrate clinical prevention and population health for improving the nation's health.</li> <li>8. Demonstrate advanced nursing practice.</li> </ol>		

<b>Learning Outcomes</b> <i>What will students know and be able to do when they graduate?</i>	<b>Assessment Methods</b> <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	<b>Standards of Comparison</b> <i>How well should students be able to do on the assessment?</i>	<b>Evidence to support Validity of Assessment</b> <i>What evidence supports the stated outcome in accordance with the program goals?</i>	<b>Interpretation of Results</b> <i>What do the data show?</i>	<b>Use of Results/Action Plan</b> <i>Who reviewed the finding? What changes were made after reviewing the results?</i>
<p>Learners will obtain the knowledge/skills to support the development of a compelling, answerable clinical question by examining a body of literature</p>	<p>DNP students will be assessed at two points in the curriculum.</p> <p>Measurement 1: NUR 2007: Evidence Based Practice 2. The assignment involves designing a "Table of Studies" to facilitate the development of an evidence-based protocol. The assignment was modified to require students to write a justification regarding extent to which their particular study adds to/supports the PICO question</p> <p>Measurement 2: NUR 3036: Capstone Project.</p>	<p>Measurement 1: 80% of students will receive and average rating of 3 or higher using the corresponding evaluation rubric</p> <p>Measurement 2: 100% of students will receive and average rating of 3 or higher using the corresponding evaluation rubric</p>	<p>Learning outcome stated in program goals; aligned with DNP essential #1</p>	<p>Pending June 2014 assessment</p>	<p>The data will be summarized and reported to the DNP Council, the Evaluation Steering Committee and the DNP Curriculum Committee at each evaluation time point.</p> <p>Information will be utilized to inform:</p> <ul style="list-style-type: none"> <li>• Curriculum changes or additions</li> <li>• Opportunities to enhance student learning outcomes</li> <li>• Procedural or process changes</li> </ul>

**ASSESSMENT  
MATRIX:  
DISCIPLINE-  
SPECIFIC  
LEARNING  
OUTCOME  
DNP PROGRAM**



<b>PROGRAM OR SCHOOL</b>	University of Pittsburgh School of Nursing, DNP Program		
<b>Assessment Coordinator for Program or School</b>	<b>Name</b>	<b>Email:</b>	<b>Phone:</b>
<b>Program or School Mission Statement</b>	<p>The School of Nursing's mission is to:</p> <ul style="list-style-type: none"> <li>• provide high-quality undergraduate education in nursing;</li> <li>• maintain and develop superior graduate programs in nursing that respond to the needs of health care in general and nursing in particular within Pennsylvania, the nation, and the world;</li> <li>• engage in research and other scholarly activities that advance learning through the extension of the frontiers of knowledge in health care;</li> <li>• cooperate with health care, governmental, and related institutions to transfer knowledge in health sciences and health care;</li> <li>• offer continuing education programs adapted to the professional upgrading and career advancement interests and needs of nurses in Pennsylvania; and</li> <li>• make available to local communities and public agencies the expertise of the School of Nursing in ways that are consistent with the primary teaching and research functions and contribute to the intellectual and economic development in health care within the commonwealth, the nation, and the world.</li> </ul>		
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<b>Learning Outcomes</b> <i>What will students know and be able to do when they graduate?</i>	<b>Assessment Methods</b> <i>How will the outcome be measured? Who will be assessed, when, and how often?</i>	<b>Standards of Comparison</b> <i>How well should students be able to do on the assessment?</i>	<b>Evidence to support Validity of Assessment</b> <i>What evidence supports the stated outcome in accordance with the program goals?</i>	<b>Interpretation of Results</b> <i>What do the data show?</i>	<b>Use of Results/Action Plan</b> <i>Who reviewed the finding? What changes were made after reviewing the results?</i>
<p>Learners will demonstrate an ability to develop and evaluate new practice approaches, by analyzing relevant data, synthesizing ideas to improve health and identify gaps in care</p>	<p>DNP students will be assessed at two points in the curriculum.</p> <p>Measurement 1: NUR 3099: Science of Health Care Delivery. The specific assessment will be derived from the students' Healthcare Delivery Improvement Project Final Paper. The following sections of the paper will be reviewed: purpose, specific aims, background, and implications</p> <p>Measurement 2: NUR 3036: Capstone Project. The specific assessment will be derived from manuscript produced at the end of the capstone experience. Students will be evaluated on the quality of their investigation of a clinical or administrative health care problem, and proposed practice solution.</p>	<p>Measurement 1: 80% of students will receive and average rating of 3 or higher using the corresponding evaluation rubric</p> <p>Measurement 2: 100% of students will receive and average rating of 3 or higher using the corresponding evaluation rubric</p>	<p>Learning outcome stated in program goals; aligned with DNP essential #1</p>	<p>Pending June 2014 assessment</p>	<p>The data will be summarized and reported to the DNP Council, the Evaluation Steering Committee and the DNP Curriculum Committee at each evaluation time point.</p> <p>Information will be utilized to inform:</p> <ul style="list-style-type: none"> <li>• Curriculum changes or additions</li> <li>• Opportunities to enhance student learning outcomes</li> <li>• Procedural or process changes</li> </ul>



University of Pittsburgh School of Nursing  
Student Learning Outcomes Assessment Procedures

From the University:

- I. Articulate program mission
- II. Develop learning outcomes
- III. Determine standards
- IV. Consider potential opportunities to measure
- V. Provide direct and indirect assessment
- VI. Evaluate student learning outcomes
- VII. Analyze results
- VIII. Apply results

Summary

Consistent with the University's commitment to excellence in education, the School of Nursing promotes ongoing improvement and enhancement of student learning. Assessment of student learning outcomes is incorporated into the School's quality improvement processes. These assessments measure progress toward achieving core outcomes at the program level. The information collected does not impact individual student progression, but is used to inform decisions about curricular, process and program changes.

Background

Accountability in higher education was a central issue in the intense and highly politicized debates surrounding the most recent reauthorization of the Higher Education Act (HEA). Originally enacted in 1965, the HEA sets the structure for administering federal financial aid and must be reauthorized every five years. Accountability in the context of the HEA debates meant that colleges and universities had an obligation to measure what students were learning and report this information to students, parents and taxpayers.

The central question was: how should this information be reported and what information did these audiences need? How would compliance be ensured? A report from the Department of Education (DOE) in 2006 proposed a controversial solution: colleges and universities would measure federally established core competencies and require standardized testing of undergraduates. Universal outcome goals and testing would allow "consumers" to make comparisons among higher education institutions and give taxpayers information about the results of their investment. To be eligible for federal support, an institution must be accredited. Therefore, accreditation bodies were best suited to monitor compliance with student learning outcome measurement and reporting.

Government intervention in academic programming and standardized testing did not make it into the final legislation. Opposition from colleges, universities, accreditation bodies and academic associations motivated legislators to prohibit the DOE from imposing performance standards. The HEA, when finally

reauthorized in 2008, required accreditation bodies to establish standards for measuring student outcomes, but allowed accreditors to determine what standards to create and how to shape rules for compliance.

#### University and School of Nursing: Learning Outcomes Approach

In order to continuously evaluate quality improvement in the University's educational mission, the University created requirements and timelines for programs to measure student learning outcomes. The University has measurable goals for all graduates. Each school's and campus' goals for student learning outcomes must be consistent with the University's goals for all graduates. Students should be able to:

- think critically and analytically
- gather and evaluate information effectively and appropriately
- understand and be able to apply basic, scientific and quantitative reasoning
- communicate clearly and effectively
- use information technology appropriate to their discipline
- exhibit mastery of their discipline
- understand and appreciate diverse cultures (both locally and internationally)
- work effectively with others
- have a sense of self, responsibility to others, and connectedness to the University

The School of Nursing's approach is to develop:

- outcome objectives that are specific to nursing practice
- outcome objectives that correspond to one of the University's key attributes
- outcome objectives that reflect professional standards (COA, CCNE)

Faculty members develop the School of Nursing's specific outcome objectives. Faculty committees articulate University learning outcomes by framing them within the context of nursing practice and research. Specific competencies are identified, along with methods for directly assessing student learning. In contrast to indirect measurement, direct assessment measures what students learn rather than simply verifying that some amount of learning has occurred. Each program's faculty panel objectively reviews and evaluates student work. Evaluation results are aggregated, summarized and reported to programs and committees.

Initial outcomes address the value of general education to performance in the discipline, global development, and a discipline specific outcome. Each learning outcome is measured in two- or three-year cycles. A summary of results is reported to the Evaluation Steering Committee, which is responsible for oversight of quality activities. The Dean's Council may also review data summaries, and a report is sent to the Office of the Provost. Reports may be developed for external audiences, such as accreditation and licensing bodies.

Most importantly, information is fed back to faculty councils which then set, implement, monitor and report curriculum-related quality improvement goals. Programs must document curricular, course, instructional changes made based upon the learning assessments. This is an iterative process, intended to improve the quality of education at the School of Nursing. Established quality improvement activities allow us to report what our programs produce (e.g., number of graduates, licensure pass rates). Learning outcome assessment allows us to also report what value our programs add (e.g., an ability to clearly and effectively communicate information related to nursing practice).

#### A. Process for Assessment

##### I. Mission

The School of Nursing's mission is to:

- provide high-quality undergraduate education in nursing;
- maintain and develop superior graduate programs in nursing that respond to the needs of health care in general and nursing in particular within Pennsylvania, the nation, and the world;
- engage in research and other scholarly activities that advance learning through the extension of the frontiers of knowledge in health care;
- cooperate with health care, governmental, and related institutions to transfer knowledge in health sciences and health care;
- offer continuing education programs adapted to the professional upgrading and career advancement interests and needs of nurses in Pennsylvania; and
- make available to local communities and public agencies the expertise of the School of Nursing in ways that are consistent with the primary teaching and research functions and contribute to the intellectual and economic development in health care within the commonwealth, the nation, and the world.

## II. Developing Learning Outcomes

### The Stepwise Approach:

1. Develop an outcome within the selected category (i.e. discipline specific, quantitative reasoning)
2. Select time points for assessment
3. Evaluate whether current courses offer assignments that would demonstrate attainment of the outcome; or, if such assignments need to be created
4. Confer with respective primary teachers regarding when assignment is due; coordinate collection of electronic documents
5. Develop evaluation rubric
6. Select raters and conduct training on rubrics and revise, if necessary (See Appendix A)
7. Develop data collection matrix to illustrate course, dates (see Appendix B)
8. Select sample of assignments for scoring
9. Review results with ESC and Councils. Develop action plan, if needed, to address shortcomings
10. Incorporate results and associated action plans in annual QIR

## III.

### B. Responsibilities for Assessment:

Assessment of student learning outcomes is a shared responsibility among SON faculty, administrators, staff, and students.

**The Program Coordinator for Assessment** is responsible for working with the Associate Director for Evaluation in the development of the student learning outcomes. The Program Coordinator is also responsible for ensuring that learning objectives are defined in the course syllabi and distributed in applicable courses. T

**The Associate Director for Evaluation** is responsible for coordinating all efforts associated with institutional learning outcomes. The Director assists with planning, designing, implementing, analyzing, reporting, and disseminating assessment results.

**The Evaluation Steering Committee** is responsible for ensuring that: learning outcomes are assessed according to schedule; statements of measurable student learning outcomes are defined for each

degree program and major (if applicable), outcomes are mapped to the courses, assignments, and experiences that contribute to achieving learning outcomes.

**The BSN, MSN, DNP, and PhD Councils** are responsible for reviewing the student learning outcomes and evaluation rubrics as requested by the Associate Director, and providing feedback as needed.

**Undergraduate and graduate students** are responsible for participation in the learning outcome assessment process. Students are expected to complete various assessment measures, both direct and indirect, to the best of their ability.

**Each Faculty member** is responsible for providing the Director for Evaluation with copies of the student work that is to be assessed in their particular course.

**Department Chairs** are responsible for nominating/selecting raters to evaluate student work for the purpose of the student learning outcomes assessment/

**Selected raters** are responsible for evaluating student work under the guidelines of their training and the established evaluation criteria. They are to only use the approved evaluation rubrics to assess the student learning outcomes.

## Appendix A

### Rater Training

Rater training will occur as a centralized scoring procedure (Lane & Stone, 2006). The training for each task begins with a discussion of the task and what it is assessing, the scoring rubric and criteria at each score level, and the features of the benchmark papers exemplifying each score level. Raters then practice scoring with prescored papers, followed by a discussion of the score assigned to each category to help clarify distinctions between score levels. This process is repeated until raters are scoring sampled papers consistently prior to the operational rating of student responses. Experts will rate the “prescored” papers, and these scores will be treated as the true scores. Faculty will have to meet the expert ratings to some level, i.e., they have to qualify before rating their own students.

A percentage of individual student responses will be rated twice, to examine interrater consistency.

## Appendix B

### Example Data Collection Matrix

SLO Timeframe									
Begin with 2013; repeat every 2 years									
Quantitative Reasoning									
T1					T2				
Program	Course	Assessment	Instructor	Semester	Course	Assessment	Instructor	Semester	
BSN	NUR0067	Literature review-justification for decision to retrieve article	Carol Stilley	Spring	NUR1121	Critical appraisal-identification of strengths/weakness and recommend practice change	Gretchen Zewe	Fall	
MSN	NUR2007	Table of studies-justification	Susan Cohen	Fall	MSN Comp	Items 13-16	N/A	Spring	
DNP	NUR2007	Table of studies-justification	Susan Cohen	Fall	DNP Capstone		N/A	Spring	
PhD	NUR3020	Written critique-analysis plan, data displays, discussion of findings	Lora Burke	Spring	NUR3115	Comprehensive written data analysis plan and sample size justification	Susan Serieka	Spring	
Discipline Specific									
T1					T2				
	Course	Assessment	Instructor	Semester	Course	Assessment	Instructor	Semester	
BSN					Critical thinking under revision				
MSN_NP	2031	H&P write-up	Kathy Magdic	Fall	2028		Mike Beach	Fall	
MSN_CNL	2293	Lesson Plan (Voice over PPT)	Rose Hoffmann	Fall	2297	Microsystems project (Voice over PPT)	Rose Hoffman	Spring	
MSN_CNS	2031	H&P write-up	Kathy Magdic	Fall	2851		Tricia Tuite	Fall	
MSN_Anesthesia	2700	Prioritization Plan	Laura Palmer	Fall	2797	Comprehensive Pain Management Plan	Mike Neft	Fall	
MSN_Admin	2091	Executive summary: problem identification, description, financial argument	Chris Curran	Spring	2372	CEO Memo	Linda Dudjak	Spring	
MSN_Inform	2020	Phase II- tasks 1-4	Elizabeth LaRue	Spring	Comp	Questions 1,4, & 8	N/A	Spring	
DNP	3099	Healthcare delivery improvement project paper- purpose, aims, background, implications	Marilyan Hrvanek	Fall	Capstone		N/A		
PhD	Prelims				Dissertation				

## Student Learning Outcomes Assessment

### Sampling Plan

#### **Sampling:**

*For all degree program and learning outcomes: 10 artifacts or 10% of students will be sampled, whichever is greater.* A systematic sampling procedure will be used, based on the number of students in each course. A list of all students enrolled in the course will be provided to the Associate Director for Evaluation. The Associate Director will select the #7<sup>th</sup> student from the list (until 10% of students have been selected) and his or her work will be submitted for review.

#### **Rationale:**

Many of the artifacts (i.e. literature reviews, narrative papers) are lengthy and complex. It would be difficult and time-consuming to evaluate all students' assignments. Since all outcomes will be assessed at the same time, it isn't feasible to assess all artifacts. For example, there are 82 students enrolled in NUR 1121 alone, which is *one* assessment (measurement 2) from *one* learning outcome (BSN Quantitative Reasoning). We have roughly 28 different measures to be assessed, and if each measure had samples from 80 students, that would amount to 2,240 artifacts! The panel of raters will be proportionate to the number of artifacts, thus further supporting the need for a sampling strategy.

#### **Raters:**

The same group of raters will evaluate the learning outcome across degree programs. Different raters will evaluate different learning outcomes. For example, Raters 1-5 will evaluate the Quantitative Reasoning Outcome at the BSN, MSN, DNP, and PhD level. Raters 6-10 will evaluate the Discipline-Specific Outcome at the BSN, MSN, DNP, and PhD level. Raters will be content experts with respect to the outcome they are assessing.

#### **Evaluation Procedure:**

Rater training will occur as a centralized scoring procedure (Lane & Stone, 2006). The training for each task begins with a discussion of the task and what it is assessing, the scoring rubric and criteria at each score level, and the features of the benchmark papers exemplifying each score level. Raters then practice scoring with prescored papers, followed by a discussion of the score assigned to each category to help clarify distinctions between score levels. This process is repeated until raters are scoring sampled papers consistently prior to the operational rating of student responses. Experts will rate the "prescored" papers, and these scores will be treated as the true scores. Faculty will have to meet the expert ratings to some level, i.e., they have to qualify before rating their own students.

A two-member faculty panel will use a holistic rubric with a 4-level scale to score student responses. A third member will score papers with two scores that diverge by more than one. Scores will be averaged



to provide a composite score. Interrater reliability will be established at the beginning of each scoring session. The following calibration procedures will be used to establish an 80% or higher interrater reliability rate prior to the scoring of the entire sample:

1. Faculty raters will score and discuss representative student responses at each of the four scoring levels.
2. Faculty panels will score a 10% sub-sample of student responses and an interrater reliability rate for the sub-sample will be calculated.
3. If the interrater reliability rate for the sub-sample is 80% or higher, the rest of the sample will be scored. If the interrater reliability rate for the subsample is lower than 80%, steps 1 and 2 will be repeated until the minimum interrater reliability rate is established.

# Appendix 27

## DNP Capstone Project Final Evaluation Framework

Student's Name: \_\_\_\_\_

Title of Capstone: \_\_\_\_\_

	1 = Poor;	2 = Fair;	3 = Good;	4 = Very Good;	5 = Excellent	
<b>I. Capstone Components</b>						
The candidate addresses each capstone component:	1	2	3	4	5	<b>Comments</b>
<b>Project Title</b>						
Project title is informative and suitable						
<b>Project Purpose and Specific Aims</b>						
Problem/ purpose clearly described.						
Scope of project realistic and appropriate.						
Specific aims are stated in feasible and measureable terms						
<b>Justification</b>						
Need, feasibility and significance are clearly presented.						
The project's goals are relevant to nursing and aligned with current issues						
The means by which the student will access a specific population are well-defined						
Evidence for the clinical mandate driving project is convincing						
<b>Literature Review</b>						
Background information/literature demonstrates the focused need or problem.						
Literature review supports significance / relevance of problem / proposed project /intervention.						
<b>Methods</b>						
Setting and group clearly described. Steps are listed to demonstrate how data and participants will be accessed						
Sample size justification is present.						

Comment [GP1]: I am partial to an even-numbered scale (less likely for reviewers to select the middle response)

Project procedures, including: implementation methods, tools, and processes are feasible and clearly described						
Time frame outlined and achievable						
Measurement plan is consistent with specific aims and proposed outcomes and contains the correct/preferred tests and measures.						
Clear delineation of contribution/responsibility if part of an ongoing research project						
<b>Evaluation Plan</b>						
Analysis/Evaluation plan coherent / consistent with project plan.						
Evaluation measures linked to objectives.						
Outcomes / evidence-based measures appropriate for objectives.						
Tools / instruments described and linked to measures and objectives.						
Method of analysis clearly described for each measurement.						
<b>Findings</b>						
Findings organized in appropriate format.						
Findings linked to problem statement, purpose objectives and evaluation plan.						
Described the extent to which the objectives were achieved.						
Addressed key facilitators and barriers that impacted the project's objectives.						
Described unintended consequences (both positive and negative).						
<b>Recommendations/Implications</b>						
Recommendations/Implications addressed for problem statement, supporting organization, key stakeholders, other settings, and student.						
Included recommendations related to identified facilitators / barriers and unintended consequences.						
Addressed any ongoing activities or evaluations outside the scope of the DNP Capstone Project.						
<b>Writing and Organization</b>						

APA format followed appropriately; writing is scholarly and clear; appropriate for doctoral level education.						
<b>II. Project Synthesis</b>						
Extent to which candidate met goals/aims of project. If not, appropriate rationale and explanation provided.						
Extent to which candidate integrated scientific curiosity and inquiry in project completion						
Extent to which candidate analyzed issues and provided critique of advanced nursing practice within the project.						
Extent to which candidate demonstrated practice inquiry skills including appraising and translating evidence.						
Evidence of candidate's ability to engage in collaborative partnership(s) in designing and implementing capstone project.						
Ability of candidate to articulate state of current knowledge as it relates to advanced practice nursing in the health care system.						

a. **Approve the Capstone Project**

b. **Conditionally approve the Capstone Project with minor revisions**

c. **Reject the Capstone Project**

Doctoral Committee Chair's Signature: \_\_\_\_\_

Doctoral Committee Member's Signature: \_\_\_\_\_

Doctoral Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**University of Pittsburgh  
School of Nursing**

**Triennial Course Review Form**

Please complete this form for each course you are submitting for triennial review.

Course Name and Number:

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Course Description:

Does the course description still reflect what is taught in this course: \_\_\_ Yes \_\_\_ No  
If No, please submit requested revisions.

Course Objectives:

Please review your course objectives and the attached *RECOMMENDED BEHAVIORAL TERMS FOR STATING SPECIFIC LEARNING OUTCOMES*. What domain and at what level are the majority of your objectives written?

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Is the domain and level appropriate given the level of student you are teaching and the focus of your course? \_\_\_ Yes \_\_\_ No  
If No, please submit requested revisions.

Does each objective contain only one verb (one measurable behavior)? \_\_\_ Yes \_\_\_ No  
If No, please submit requested revisions.

Do the objectives still reflect the expected outcomes of your course? \_\_\_ Yes \_\_\_ No  
If No, please submit requested revisions.

Please complete the attached table for each course, cross-walking each of your course objectives with the content that reflects it and the assignment and/or examination that measure its achievement.

Objective	Content	Assignment	Exams