SON OP: 30.841 Role and Responsibilities of Retention Faculty Policy

PURPOSE: The purpose of the School of Nursing Role and Responsibilities of Retention Faculty Operating Policy and Procedure (SON OP) is to define the role and responsibilities of the retention faculty. (See related policy for the Success Program – SON OP: 30.855.

REVIEW: The OP will be reviewed biennially by September 1 of each even numbered year (ENY) by the applicable Associate Dean/Department Chair, with recommendations for revisions forwarded to the Dean of the School of Nursing.

1.0 Policy

In the most general terms, the Retention faculty function to identify and utilize resources to improve the ability of students to succeed in nursing school and obtain licensure. At the same time, they are a vital liaison between students, faculty, and administration.

This policy defines the role and responsibilities of the retention faculty.

1. The functions of the retention faculty are to:
   a. Collaborate with course faculty to identify at-risk students.
   b. Assist students in identifying needs for time management skills, study skills, concept review, clinical skill assistance and test anxiety interventions.
   c. Implements interventions for identified needs.
   d. Provide timely remediation for didactic and/or clinical concerns.
   e. Review concepts in courses to be prepared to provide rationales and increase student comprehension.
   f. Keep track of exam outcomes in each course for the assigned level/cohort.
   g. Meet with students one-on-one and/or in small/large groups to provide concept review and/or exam question clarification.
   h. Provide a ‘safe place’ for students to express concerns, or frustrations.
   i. Communicate student/course concerns with faculty.
   j. Refer students to outside resources as needed.
   k. Assist in the distribution of benchmarking resources.
   l. Participate in clinical, including simulation, and, as per workload, observe/assist student progress.
   m. Provide clinical coverage for clinical rotations or remediation as needed.
   n. Assist faculty with evaluation of exam questions.
   o. Proctor exams as needed.
   p. Provide feedback and documentation of students’ academic and clinical achievements as needed to faculty and administration.
2. The retention faculty should function in the role of “Evaluator” as little as possible for their assigned cohort. The power of assisting in the process of assigning a grade to student performance alters the dynamic of the ‘safe’ relationship between the student and the retention faculty.

3. Qualified retention faculty may be hired at the instructor/assistant professor levels and will have assigned teaching responsibilities in addition to retention faculty duties.