

Rush University

Faculty Handbook

2026



Foreword

The *Faculty Handbook* is comprised of two parts: Part One-- the Rules for Governance, which addresses content concerning the administration, organization, powers and responsibilities of the officers, faculty and students of the colleges; and Part Two -- resources available at the University and policies relevant to faculty.

Introduction

The *Faculty Handbook* is intended to serve as a guide with respect to the resources and services available to the faculty. It does not constitute a contract of employment and the University reserves the right to add, amend, delete or deviate from any specifications herein at any time. The *Handbook* provides a summary of those aspects of University governance of particular interest to faculty. If you need to review procedures such as college governance documents, planning of new programs, grievances, or other contractually binding processes, please refer to the full text of applicable policies. Compliance policies and procedures, while of critical importance, are not included in this document, but are available under the [University Policy and Procedures](#).

This edition of the *Rush University Faculty Handbook* contains policies and procedures pertinent to faculty at Rush University as of January 2026. Revisions to the *Faculty Handbook* will be undertaken periodically. The *Handbook* will be available only online as a PDF. Rush University faculty members are responsible for checking the [Faculty Affairs Webpage](#) to keep abreast of alterations and additions to the *Handbook*. Changes to the *Handbook* will be included as promptly as possible so that the University community always has the most current description of policies and procedures available.

It is my hope this edition of the *Faculty Handbook* will aid your work within Rush as we endeavor to help our faculty capitalize on the richness of the many disciplines that we encompass.

Julie Anne Hoff, PhD, MPH, RN, FAAN

Provost and Senior Vice President

Robert C. & Naomi T. Borwell Presidential

Professorship

Rush University

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A. History

Founded in 1972, Rush University has expanded from one college and fewer than 100 students to four colleges and more than 2,700 students. The University includes Rush Medical College, the College of Nursing, and the College of Health Sciences

Offering more than 41 [unique degree or certificate options in medicine, biomedical research, nursing, and allied health](#), Rush is a small, private, non-denominational university integrated within the [Rush University System for Health](#) in Chicago, Illinois.

Rush University, renowned for its practitioner-teacher model, translational research, inclusive academic environment, and commitment to community and global health, boasts nearly 25,000 living alumni across its colleges and graduate medical education programs. In the 2025 U.S. News & World Report rankings, six College of Nursing programs and two College of Health Sciences programs placed in the nation's top ten, with all six Doctor of Nursing Practice tracks ranked in the top five nationally and No. 1 in Illinois. The College of Nursing also earned the No. 1 spot for Best Online Graduate Nursing Programs for the second consecutive year. The College of Health Sciences' Audiology doctorate program, ranked No. 9, has consistently remained in the top ten since 2008, while its Health Systems Management program is ranked No. 5. Rush Medical College continues to be recognized for research excellence and proudly honors its legacy of inclusion, beginning with David Jones Peck, MD, the first African-American man to earn a medical degree from an American institution in 1847.

Rush University is accredited by the Higher Learning Commission, a regional accrediting agency that accredits degree-granting post-secondary educational institutions. In its accreditation process, HLC assesses the academic quality and educational effectiveness of institutions and emphasizes institutional structures, processes, and resources. Clinical programs are accredited by discipline-specific accrediting organizations, and the accreditation status of both the University and its individual programs is available [via this accreditation link.](#)

B. Mission, Vision, and Strategic Plan

Mission

RUSH University champions a learning environment in health and biomedical sciences through collaboration, education, research and equity for our students, faculty, staff and the communities we serve.

Vision

RUSH University is a model for improving health through innovative research and transformative education in a culture of excellence and equity.

Values

RUSH University's core values — innovation, collaboration, accountability, respect and excellence — are the roadmap to our mission and vision.

These five values, known as our I CARE values, convey the philosophy behind every decision RUSH employees make. RUSH employees also commit themselves to executing these values with compassion. This translates into a dedication — shared by all members of the RUSH community — to providing the highest quality patient care.

Strategic Plan

The University's strategic plan is reinforced with three interrelated foundational pillars, each supporting the ultimate goal of improved health for everyone who comes in contact with RUSH University.

- **Learn:** Transform health sciences education to improve care and outcomes.
- **Discover:** Advance science and knowledge to improve health.
- **Thrive:** Nurture a sustainable, dynamic, diverse and inclusive university and community.

C. Educational Philosophy and Student Objectives

Philosophy of General Education

Undergraduate programs at Rush University prepare entry-level professionals for various roles in health care. The University strives to provide an environment where knowledgeable, informed and literate students are prepared to take their place, not only in the health care arena, but also as citizens of the world. Professional education is grounded in a strong general education, which lays the foundation for lifelong learning and equips graduates to become socially conscious practitioners. Students are admitted to Rush University with general education sufficient to lay the groundwork for developing excellent written and verbal communication skills, critical thinking abilities, cultural sensitivity, high ethical standards and an inquiring mind. Students are expected to enter Rush University with foundations in communications, humanities, mathematics, physical/life sciences and social sciences. The professional education offered by the University completes the student's general education, resulting in a graduate who displays the following:

RUSH University Student Learning Objectives

Graduates of RUSH University will be able to do the following upon completion of their studies:

- Demonstrate critical inquiry and reasoning required by their respective professional disciplines
- Communicate in an effective and respectful manner in the practice of their profession
- Demonstrate scholarship and understanding of research principles
- Integrate ethical principles in professional activities
- Collaborate within interprofessional teams by practicing leadership
- Integrate information technology to improve healthcare outcomes
- Demonstrate the ability to work effectively in a diverse and global society

PART ONE
RULES FOR GOVERNANCE
OF
RUSH UNIVERSITY
Approved May 26, 2017 by University Council (*Chair, James M. Williams, PhD*)

ARTICLE I: THE UNIVERSITY

Section 1. Purpose

The university is organized and operated exclusively for educational, scientific and charitable purposes within the meaning of Section 501(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law), and not for financial gain. Through its colleges, Rush University offers academic degrees and certificate options in medicine, nursing, allied health and biomedical research.

Section 2. Governance

- a) These Rules for Governance address certain matters concerning the administration, organization, powers and responsibilities of the officers, faculty and students of the colleges. They are reviewed at least every ten years by the University Council of the faculty and adopted by the Board of Governors (hereafter referred to as the “Board”) acting upon the advice of the faculty as transmitted by the provost and the president of the university.
 - i. The Board of Governors is an autonomous governing board of the university that provides governance and control over the affairs and operations of the university, including oversight for the university’s financial and academic policies and practices in accordance with the Board’s legal and fiduciary responsibilities. When acting on matters having to do with academic policy and organization of a college(s), the Board shall rely upon the advice of senior representative body(ies) of the faculty as conveyed to the dean(s), provost, and president.
- b) The University Council shall serve as the senior representative body of the faculty and is constituted to represent the university faculty and advise the provost and deans regarding: (i) the organization, function, and coordination of educational and research resources, services and activities among the various units of the university; (ii) adequacy of university facilities and infrastructure, (iii) effectiveness of university support services (e.g., student services, technology, information systems, etc.); (iv) faculty grievance process; and (v) amendments to the Rules for Governance.
- c) Each college shall organize a senior representative body to be elected by the active faculty members in the college (See Article II Section 1) in such a manner that all categories of rank and major departments of faculty are represented. The senior representative body shall:
 - i. Serve in an advisory capacity to the dean on matters of the college;

- ii. Organize standing committees, establish committee charges, and delineate procedures for election and/or appointment of members to college and university standing committees; and
 - iii. Draft policies and procedures consistent with these Rules for Governance upon consultation with the University Council. Once approved in accordance with the process established in the college's policies and procedures, the policies and procedures shall become part of these Rules after approval by the University Council, Provost, President and the Board.
- d) The faculty of each college shall hold at least one regular meeting during the academic year on a date it shall determine in accordance with the college's policies and procedures. Special meetings of the faculty of any college at which only the specific items on the agenda shall be discussed may be called by the president, provost, dean of the college, or upon receipt by the dean of an appropriate petition of the faculty in accordance with the college's policies and procedures. Each college shall establish in its policies and procedures the number and dates of its faculty meetings, the number of members constituting a quorum, and regulations governing the calling and conduct of special meetings.
- e) The Parliamentary authority for the Rules for Governance shall be the current edition of Roberts Rules of Order Newly Revised and used by the University Council and all of its standing committees.

Section 3. Formation and Structure

Rush University was founded in 1972. The term university refers to all offices, colleges, and other institutions involved with its academic programs. The term college refers to any existing or subsequently established college that has an organized faculty and student body for implementation of academic programs at the university. A college's "policies and procedures" shall be consistent with and operationalize the University Rules for Governance.

- a) Colleges may elect to organize as departments, programs, sections, or divisions in accordance with the policies and procedures of each respective college.
- i. Colleges may change the name of a department/program/division/section in accordance with its policies and procedures.
 - ii. Each department shall have a designated department chairperson. The qualifications, responsibilities, mechanisms for appointment and removal, and the term of office for department chairpersons shall be defined in the policies and procedures of each college.
 - iii. Each college shall establish in its policies and procedures regular department/program/division/section review at least every five (5) years including evaluation of the quality of the department's/program's/division's/section's activities. The periodic review should consist of at least three components: a review of the
 - (1) department/program/division/section objectives,
 - (2) department/program/division/section activities, and

- (3) department/program/division/section chairperson, including evaluation by active faculty in the department. The senior representative body and dean of the college are to be notified that a review is to be carried out and shall receive a report of the review.
- b) A college and/or a department/program/division/section within a college may be created or eliminated only upon the approval of the Board as transmitted through the president and provost upon recommendation of the senior representative body.
- i. A college and/or department will not be construed as being “eliminated” for purposes of this section if the functions in that unit are shifted to another unit (e.g., college, department/program/division/section) in the university.

Section 4. Administration

- a) The president is the chief executive officer of the university. The president is appointed by and serves at the discretion of the Board for the supervision, management and governance of the university and for interpreting and carrying out Board policies.
- b) The provost is the chief academic officer of the university. The provost is appointed by and serves at the discretion of the president for the operations and administration of the university and its colleges and for all academic and research planning and programs. The provost may develop senior administrative positions for unspecified terms to fulfill university-related functions and they will serve at the discretion of the provost.
- c) The deans serve as the chief administrative and academic officers of their respective colleges. College deans report to the provost and serve at the discretion of the president for the administration of the educational and academic research programs of their respective college. The college dean shall: (i) be responsible for developing and implementing academic, financial, and, where applicable, clinical strategies to promote competitive educational, research and clinical programs of the highest caliber; (ii) define the responsibilities for the professional and academic work of the college departments; (iii) recruit and develop an outstanding academic administrative leadership team including chairpersons, key faculty, and senior administrators; (iv) call meetings of the faculty at such times as they or the senior representative body may deem necessary; (v) provide consultation and recommendations concerning faculty appointments and promotions and for student admissions, evaluation, and progression; and (vi) serve as the agent of communication for all official business of the college.
- i. Each college dean shall be appointed by the Board, upon the nomination of the president from candidates recommended by a Dean’s Search Committee. The Dean’s Search Committee shall be appointed by the president and the senior representative body of the college.
1. Members of the Dean’s Search Committee appointed by the president will include: one member of the Board; faculty from each of the other colleges not seeking a dean, one of whom may be a dean; department chairpersons from the college seeking a dean; one student from the college seeking a dean.

2. Members of the Dean's Search Committee appointed by the senior representative body of the college seeking a dean will include two active faculty from each a senior and a junior rank;
3. Ex-officio members of the search committee may be appointed by the president. The president shall appoint the chair of the search committee from among its members. The chair of the search committee shall present the final recommendation(s) of the search committee to the president.

ARTICLE II: FACULTY ORGANIZATION AND CONDITIONS

Section 1. **Faculty**

- a) Active Faculty: Each College shall be made up of duly appointed members, whose assignments are made in one or more faculty roles, including instruction, research, clinical, and/or administrative (institutional) service. Active Faculty may have the right to cast votes in faculty meetings and elections depending on College rules. All active faculty may serve on a senior representative body (if elected or appointed) and standing committees (if elected or appointed). Active faculty shall include the ranks of professor, associate professor, assistant professor and instructor.
- b) Faculty with Pending appointment: a temporary designation that shall be reserved only for newly recruited faculty members who are awaiting their formal appointment. Pending Faculty appointments are not active faculty rank.
- c) Adjunct Faculty: Adjunct faculty of each College shall include individuals who provide instruction (or teach) on a specific topic or for a single course. They may hold academic rank titles of adjunct professor, adjunct associate professor, adjunct assistant professor, or adjunct instructor. Adjunct faculty is not an active faculty rank.
- d) Lecturer: Lecturers are Rush employees who, through tested experience, are qualified to participate in educational programming. Lecturer is not an active faculty rank.
- e) Full-time Faculty: Any faculty who is employed by Rush University Medical Center as .90 FTE or above. Part-time Faculty: Any faculty who is employed by Rush University Medical Center as anything under a .90 FTE. Visiting Faculty: Shall include those individuals who hold faculty appointments at another institution who are appointed for a limited term of up to one year, subject to reappointment. They may hold academic rank titles of visiting professor, visiting associate professor, visiting assistant professor, or visiting instructor; however, Visiting Faculty are not active faculty.
- f) Emeritus Faculty: Each college may establish the appointment process and rights of Emeritus Faculty in its policies and procedures. Emeritus Faculty are not active faculty.

Section 2. **Terms and Conditions of Faculty Appointment, Reappointment, and Promotions**

- a) Faculty Qualifications: Qualified faculty members, including adjunct faculty, shall be identified primarily by their credentials. Faculty shall possess an academic degree relevant

to their faculty role and services. Faculty members who teach shall possess an academic degree at least one level above the level at which they teach, except in programs for which terminal degrees are granted or when equivalent or tested experience are established as faculty qualifications. When tested or equivalent experiences are used to determine faculty qualifications, criteria used to define those qualifications are determined by the college pursuant to well-defined policies, procedures and documentation that demonstrate when such experiences are sufficient. A college may prescribe additional criteria for faculty in its policies and procedures.

- b) Academic Functions of Faculty: Each college shall establish the functions and responsibilities of its faculty in its policies and procedures. Such functions may include but are not limited to: (i) establishing requirements and policies for the college's educational and academic research programs; (ii) participating substantially in the development, implementation and evaluation of the curriculum; (iii) establishing expectations of student and program performance; (iv) initiating appropriate action based on assessment of student learning and program outcomes; (v) establishing policies for faculty appointments and promotions; and (vi) overseeing student life that relates to the educational process.
- c) Compensation and Employment: Academic faculty appointments (both active and non-active) do not carry with them a right to employment or compensation.
- d) Terms of Appointment to Rank:
 - i. Each college shall develop procedures and requirements for appointment and promotions to rank.
 - ii. A faculty member's letter of appointment from the Provost shall include a statement defining the distribution of efforts, compensation (if applicable) and responsibilities, as reviewed with the department chairperson or designated college official for adjunct faculty. The distribution of efforts, compensation (if applicable) and responsibilities shall be reviewed on an annual basis.
 - iii. The term of appointment for Instructors shall be no greater than two (2) years. For Assistant Professors, the term of appointment shall be no greater than three (3) years.
 - iv. For Associate Professors and Professors, the letter of appointment shall include a statement whether the position is tenured (i.e. granted for an indeterminate length of time) or non-tenured. If the position is non-tenured, the term of appointment must be stated.
 - v. An initial appointment as an Adjunct Faculty member shall be for a term of up to one (1) year and may be renewed for terms of up to three (3) years. To be appointed as adjunct faculty above the rank of Instructor, the adjunct faculty member must currently or previously have attained at least that academic rank at another university or college.
 - vi. Appointments and reappointments to the Visiting Faculty of a college shall be for terms of one (1) year or less, subject to reappointment.
 - vii. At the end of each term of an Adjunct Faculty appointment, the designated college official may choose to (1) terminate the faculty appointment or (2) reappoint the faculty for another term up to three years. Should the designated college official elect to terminate a faculty appointment as described above, appropriate notice

- must be given to the faculty member as required by Section 2.h.iii. Adjunct Faculty shall receive regular formal feedback from their designated college official or dean on their performance and progress toward promotion, rank, and, if relevant, tenure. All recommendations for promotions for Adjunct Faculty shall originate with the department Chairperson as described in Section 2(d)(viii) below.
- viii. At the end of each term of a non-tenured appointment, the department chairperson may choose to (1) terminate the faculty appointment; (2) reappoint the faculty for another term commensurate with the rank; or (3) recommend promotion to a higher faculty rank. Should the department chairperson elect to terminate a faculty appointment as described above, appropriate notice must be given to the faculty member as required by Section 2.h.iii. Faculty shall receive regular formal feedback from their department chair or dean on their performance and progress toward promotion, rank, and, if relevant, tenure.
 - ix. All recommendations for faculty appointments and re-appointments for Adjunct Faculty shall originate with the designated college official and shall be presented to the college dean for transmission with a recommendation to the senior representative body of the college. Upon approval by the senior representative body of the college, the dean will forward a recommendation for approval to the Provost.
 - x. All recommendations for faculty appointments, reappointments and promotions for Assistant Professor or below shall originate with the department chairperson and shall be presented to the college dean for transmission with a recommendation to the senior representative body of the college. Upon approval by the senior representative body of the college, the dean will forward a recommendation for approval to the Provost.
 - xi. All recommendations for faculty appointments, reappointments and promotion for Associate Professor or Professor shall originate with the department chairperson and then reviewed for approval by the appropriate faculty committee on senior faculty appointments and promotions of the college in accordance with its policies and procedures. Upon approval, the Dean will make a recommendation to the senior representative body. Upon approval by the senior representative body, the Dean will forward a recommendation for approval to the Provost.
- e) Joint Appointments: A faculty member may hold joint appointments at Rush University, but there may be only one “home” or primary appointment and both appointments must be at the same rank. Whenever possible, faculty shall be appointed in the college and the department representing the primary professional-academic disciplines and/or activities of the faculty member. Specific terms and conditions of the joint appointment shall be agreed to by the two department chairpersons, approved by the dean or deans if the appointment is in two colleges, and, if needed, by the provost. In the instance of joint appointments, a faculty member’s performance review will be conducted by the primary “home” in consultation with the secondary “home”.
 - f) An active faculty appointment at another academic institution is not permitted except upon prior approval of the college dean.
 - g) Promotions and Tenure. Tenure assures the academic freedom essential to an atmosphere conducive to the free search for knowledge and the attainment of excellence in the

university. Tenure also reflects and recognizes a faculty member's value to the institution, as evidenced by professional performance and growth. Faculty members are integral to the educational and research programs of the university; they are the community of scholars who create institutional stability and an ongoing commitment to excellence. Tenure is granted for a faculty member's achievements, not years in rank, and is based primarily on the faculty member's performance in teaching, service, research, clinical service, achievements in scholarship, and commitment and contributions to the university. Tenure is granted by the university to a faculty member to provide a status of continuing senior faculty rank. A college may or may not participate in tenure. The rules and standards for promotion and tenure are defined and established at the college level and specific rules and processes for promotion are developed by the dean and faculty of each college and incorporated into the college's policies and procedures. Promotions must be initiated by the primary college or department. Tenure in a college applies to the college of the primary appointment. Tenure ceases upon the termination of a faculty appointment for cause as set forth in section 2.h.ii. of these Rules and as set forth in a college's respective rules and regulations. Tenure always ceases upon resignation, or retirement from the Faculty of the University, or death of a faculty member. Tenure is never gained de facto through length of service, failure on the part of the University to provide notice, or other indirect means.

h) Leaves of Absences

- i. The faculty of each college shall determine procedures governing leaves of absence of its members, with or without salary (in the case of employed faculty member), in accordance with Medical Center policies. Leaves of absence for employed faculty, other than scholarly leaves, shall be governed by the Medical Center's policies on Leaves of Absence. For faculty not employed by the Medical Center, leaves of absence must be approved the Department Chairperson and College Dean. Non-scholarly leaves of absence for faculty who are salaried include any leave of absence that does not have a scholarly basis. Such a leave of absence may be for reasons covered by Federal or State Law or local ordinance. See Medical Center's policies and procedures on Leaves of Absence.
- ii. Scholarly leaves of absence are granted for the purpose of improving a faculty member's professional and academic development. Scholarly leaves of absence are not automatic and may be granted only with the approval of the Department Chairperson and the final approval of the Dean. The leave may be granted to a faculty member who has an appointment that would continue after the leave was completed and who intends to return to the College. Additional procedures for administering scholarly leaves of absence shall be defined by the respective college.

i) Termination, Suspension and Appeals

- i. Faculty appointments may be terminated by (i) non-renewal of the specified term of appointment; (ii) retirement; (iii) acceptance of resignation; (iv) termination consequent to a College, Department, or Program elimination; (v) termination for inability to perform the essential functions of the faculty position; or (vi) discharge for cause. A college may establish additional criteria for termination or transfer to emeritus status in its policies and procedures.

- ii. The department chairperson, or designated college official for adjunct faculty, with the approval of the dean, may suspend or discharge a faculty member for cause as outlined below. Suspension is temporary withdrawal of specified faculty responsibilities, with or without salary, as deemed appropriate by the respective department chairperson or dean. Discharge is termination of one's faculty appointment and, if applicable, employment. Cause for discharge or suspension from the Faculty shall consist of any or all of the following:
 - 1. failure to carry out assigned teaching, research, administrative or service responsibilities and duties;
 - 2. serious and/or repeated violation of medical center, university, college or departmental bylaws, rules, policies, procedures and/or standards of conduct;
 - 3. violation of generally accepted standards of professional ethics;
 - 4. material breach of the faculty member's appointment letter and any other agreements the faculty member has with the university and/or medical center;
 - 5. conviction of a crime deemed to (a) render the faculty member unfit to discharge their professional responsibilities and duties or (b) place at risk the safety, security or reputation of the medical center or university;
 - 6. temporary or permanent loss of professional licensure or certification necessary to discharge the Faculty member's responsibilities and duties;
 - 7. professional incompetence; or
 - 8. conduct that is prejudicial to the best interest of the university or medical center as determined by the dean and approved by the provost.
- iii. When a faculty member with a non-tenured appointment is recommended for non-reappointment, Adjunct Faculty will be notified in writing by the designated college official at least one (1) month prior to the expiration of the appointment. Instructors will be notified in writing by the department chairperson at least three (3) months prior to the expiration of the appointment. Assistant, Professors will be notified at least six (6) months prior to expiration. Non-tenured Associate and Full Professors will be given notice of at least twelve (12) months prior to expiration of the appointment. Nonrenewal of an appointment made according to these Rules for Governance is not grievable.
- j) Grievance. The Faculty of each college shall determine procedures governing grievances of its members. Decision with regard to discharge for cause may be appealed to the University Council when the cause of discharge is outside the purview of human resources (e.g. denial of faculty rank promotion). A request for review must be submitted in writing to the chair of the University Council no later than fourteen (14) calendar days following the final decision of the appropriate college's senior representative body. The request should describe how the college's senior representative body's policies and procedures were not followed. The University Council shall initiate a review of the decision of the college's senior

representative body within thirty (30) days. Such review will be limited only to a determination of whether the college's senior representative body followed its own procedures in reviewing the grievance. The University Council shall not under any circumstances reconsider the merits of the grievance. The University Council shall provide its recommendation to the provost. Its review and recommendation shall be limited to: (1) overturning the decision of the college's senior representative body when there has been failure to follow applicable procedures specifying grounds; (2) affirming the decision of the college's senior representative body specifying grounds; or (3) remanding the grievance to the college's senior representative body for further consideration, specifying grounds. The recommendation of the University Council shall be conveyed to the provost who shall issue a final decision in writing. The provost's decision will be conveyed to the college's senior representative body and the faculty member. If the provost remands the grievance to the college's senior representative body, it shall initiate a review within thirty (30) days.

ARTICLE III: STUDENTS

Section 1. Students

- a) There shall be two categories of students in Rush University: those enrolled and registered for Rush degrees or certificate programs and those enrolled for studies that do not lead to a degree or certificate.
- b) Only students from degree or certificate programs, in good standing, are eligible to hold office and serve on committees, or otherwise vote in plenary affairs of the students or faculties.
- c) The process for determining academic status and grounds for dismissal shall be made known in writing to the students. Each college shall establish an appeal mechanism for student-related grievances. The determination of the status of a student in a college shall be made by the dean of the college with the advice of the appropriate committee within each college.
- d) A degree or certificate student candidate who holds a faculty appointment may participate in academic matters in either role as long as there is no conflict of interest as determined by the dean of the college

Section 2. Student Representation

- a) A student representative government may be organized from the student body of each college. Such a representative body shall be organized in a manner so as to provide appropriate representation for all students in that student body.
 - i. The members of a student representative body shall serve as the designated representatives for the students in matters between the student bodies, faculty and administrative officers of the college and university.
- b) A Rush University Student Representative Council may be organized and, if so, should be constituted equally from among the students of each college. If a college has an established student representative body, its delegates to such a council shall be the chairperson and

members of the body. If no such student representative body exists, delegates to such a council shall be selected by a student body in such a manner as to provide appropriate representation for all students in that student body. A council shall elect its own chairperson annually.

- i. The members of a Rush University Student Representative Council shall serve as the designated representatives for all students in matters among student bodies, faculty and administrative officers of the University.

ARTICLE IV: PRIVILEGES AND RESPONSIBILITIES OF THE FACULTY AND STUDENTS

Section 1. Privileges and Responsibilities

- a) Academic freedom: It is the policy of Rush University to maintain and encourage full freedom within the law for inquiry, discourse, teaching, research and scholarly activity and to protect faculty and students against influences that would restrict the exercise of these freedoms. Such freedom requires free expression, intellectual honesty, respect for the academic rights of others, and openness to change. Freedom of expression does not include unlawful activity, activity that threatens or endangers the safety of others, or obstruction of the normal operations of the university. It is the responsibility of all members of the university to maintain channels of communication which will foster a climate favorable to the freedom of expression.
- b) Faculty and students of the university who express public opinions on public issues must clearly represent themselves and not the university or Rush University Medical Center, in whole or in part, unless that opinion has been authorized by the president or the provost.
- c) Willful and persistent interference with members of the university community in the performance of their normal duties and activities must be regarded as unacceptable obstruction of the essential processes of the university.

ARTICLE V: AMENDMENTS TO THE RULES FOR GOVERNANCE

Section 1. University Rules for Governance

- a) A proposal for amendment to these Rules for Governance may be initiated by any of the following: a petition signed by at least twenty-five percent (25%) of active faculty of a college; by the president; by the provost; by any college dean; or by a majority vote of the University Council. All such proposals shall include a written explanation for the proposed change and proposed language to be added, deleted, or changed accordingly. With the exception of amendments proposed by the University Council, the proposal for amendment shall be submitted by the initiating parties to the University Council for its review. Thereafter, the University Council shall approve or disapprove the amendment, stating the reason for disapproval, or return the proposal to the initiators with recommendations for revision and resubmission.
- b) Amendments approved by the University Council shall be submitted to the provost for review and approval prior to a vote of the faculty. If approved by the provost, he/she shall

submit the amendment to a vote of the active faculty by a secret ballot at any regularly or specially called faculty meeting or secret ballot using available and current technology. Each respective college may define “active faculty” in their rules and regulations specific to who may vote on any amendments to the Rules for Governance.

- c) Each amendment must be approved by a simple majority of the faculty voting in such an election.
- d) The University Council shall submit the faculty-approved amendment(s) to the president, who will submit the amendment(s) to the Board for final approval.

Section 2. College Policies and Procedures

- a) Each college’s senior representative body should develop a mechanism for amending its own policies and procedures.
- b) Thereafter, the amendments shall be transmitted to the University Council, provost, the president, and the Board for final approval.

PART TWO

CHAPTER 1: PRIVILEGES AND RESPONSIBILITIES OF THE FACULTY

A. Other Duties and Responsibilities of Faculty

1. Policy on Faculty Qualifications

QUALIFIED FACULTY POLICY AND PROCEDURES

PHILOSOPHY

Rush University is committed to providing high quality education through faculty who have appropriate expertise in the subjects they teach. Accordingly, Rush University will only engage faculty members who have demonstrated expertise in the subject matter they teach and are able to effectively communicate knowledge in that subject to Rush University students.

PURPOSE

The purpose of this policy is to define the qualifications and the procedures and documentation required to demonstrate faculty are sufficiently qualified to engage in the educational process at Rush University.

POLICY

Section 1: Overview

- Faculty qualifications must be reviewed for each faculty member on an individual basis to determine if a faculty member meets the qualification guidelines set by the Higher Learning Commission and any other applicable state, federal, and/or accrediting agency or industry standards. Faculty refers to all faculty members, lecturers, adjunct faculty, clinical and research supervisors, and all other instructional staff members.
- Primarily, qualified faculty members are identified based on their credentials as set forth below.
- Secondly, qualified faculty members may be identified based on their tested experience as explained below.
- Documentation is required to demonstrate a faculty member is qualified.

Section 2: Using Credentials to Determine Qualified Faculty

Credentials refers to the degrees that faculty have earned and related scholarly and professional engagement. When using credentials to determine if faculty are qualified to teach, the following are the minimal credentials required.

Undergraduate Programs:

- Faculty teaching in Rush University undergraduate programs must hold a master's degree or higher in the discipline or subfield of the course(s) they teach. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, the faculty member must have either a minimum of 18 graduate credit hours in the discipline or subfield in which they teach or sufficient tested experience.

Graduate Programs:

- Faculty teaching in Rush University graduate programs must hold the highest degree (i.e., a terminal degree) in the discipline they teach. Additionally, faculty members must have evidence of their engagement in the discipline through research, scholarship or achievement appropriate for the graduate program.

Section 3: Using Tested Experience to Determine Qualified Faculty

Tested experience may substitute for earned credential requirements or portions thereof. Tested experience refers to in-depth experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member is teaching. Teaching experience in the discipline does not equate to tested experience.

Tested experience must be evaluated on an individual basis. When using tested experience to determine if a faculty member is qualified to teach, the following minimum qualifications must be met before tested experience can be considered.

Minimum Qualifications

- If teaching in an occupational/professional field that requires licensure or registration, faculty must hold a current license/registration in good standing relevant to the course(s).
- A minimum of two years of full-time professional experience relevant to the course(s) taught.
- All faculty must meet minimum requirements (e.g., clinical and instructional experience and educational experience/credentials) set by applicable programmatic accrediting agencies, state boards or other applicable standards related to the program.

Demonstrating Tested Experience

Tested-experience is determined by: substantial graduate-level academic coursework and/or methodologic training in the discipline; demonstration of the breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline; demonstrated competence in the discipline; and ability to teach. The following may also be considered when

evaluating tested experience: scholarly publications, presentations, professional engagement, consulting work, honors, awards, continuing education, industry certifications, demonstrated record of research, demonstrated experience that directly correlates with learning outcomes of the course(s). Equivalence and/or appropriateness regarding any of the degree requirements in relation to qualifications are approved by the dean and department chairs of each college.

PROCEDURES

Section 1: Faculty Qualifications Review Process and Approval

Faculty qualifications must be reviewed prior to a faculty appointment and on an ongoing individual basis to ensure faculty meet the qualification requirements for courses they teach pursuant to the above policy.

Appointment Procedure

- Before appointment, each faculty candidate must be evaluated to ensure the candidate meets the faculty qualification requirements set forth in the above policy.
- This initial evaluation will be completed by the department chairperson, program director or designated committee and then sent to the dean of the college and the provost for final approval prior to hire.
- Supporting documentation that the faculty candidate is qualified must be on file in the Office of Faculty Affairs.

New Teaching Assignment

- When a faculty member is assigned to teach a course for which her/his qualifications were not previously evaluated, the faculty member's qualifications must be evaluated and approved prior to being assigned or re-assigned as the course instructor.
- This initial evaluation will be completed by the program director and then sent to the department chairperson and/or dean and provost for final approval prior to the faculty member being assigned as the course instructor.
- Supporting documentation that the faculty member is qualified must be on file in the Office of the Dean.

Section 2: Documentation

Faculty candidates and faculty are responsible for ensuring Rush University has their official transcripts, evidence of their licensure and/or certification and any other documentation which supports their faculty qualifications.

Documentation Requirements

- Transcripts. Only official transcripts of degrees and academic course work will be accepted.
- Certification/Licensure. Legible photocopies of all occupational licenses and/or certificates applicable to the course(s) taught must be provided. Licensures and certifications must be current and verifiable with the appropriate regulatory body.

Tested Experience Documentation Requirements. To validate tested experience the following documentation requirements apply.

- Letters Demonstrating Expertise. Letter from former/current employers must be written on official letterhead and signed by an official representative of the employer. The letter should include length of employment, job responsibilities, interpersonal skills, and competence of job duties. Letters of reference will be accepted only if the identity of the person issuing the letter can be verified. The letter should detail the nature and scope of the faculty member's area of expertise and the nature of the relationship with the author of the letter.
- Other Documentation. Other documentation used to support faculty qualifications must be in an original format, legible copy and/or verifiable (e.g., publications, awards, etc.).

Of note: A curriculum vitae (CV) or resume (without additional evidence) is insufficient to document tested experience (e.g., work experience listed on a resume is insufficient, must have letters demonstrating expertise/letters of reference or other evidence to verify work experience).

2. Professional Conduct

Professional behavior, ethics and integrity are expected of each individual faculty member of Rush University. This code is a statement of the guidelines for professional and personal behavior of the faculty in all dealings with students, colleagues, staff, patients, families, and friends and other health professionals, employees, vendors, government agencies, society and among themselves, in order to promote the quality of education, research, patient care, safety, trust, integrity and honesty.

In addition, the faculty member has responsibility to maintain his/her own professional and personal well-being and a reputation for truth and honesty. Additionally, all faculty must follow Medical Center and department and college-specific policies and standards, including, but not limited to, the Code of Conduct for Rush University Medical Center.

To view the Master Policy-Code of Conduct for Rush University Medical Center, search at [rushumc.policytech.com](http://inside2.rush.edu/policies) <http://inside2.rush.edu/policies>.

3. Conflicts of Interest and Commitment

The Comprehensive Policy Statement Regarding Conflicts of Interest is applicable to the Rush Board of Trustees, corporate officers, employees, faculty, students and members of Rush's medical, nursing, professional and technical staffs. All must use their best efforts and judgment to avoid any influences that could compromise their patient care, their research, their business transactions, their objectivity or their integrity.

Conflicts of interest are defined as circumstances that create a risk that professional judgments or actions regarding a primary interest will be unduly influenced by a secondary interest. Conflicts can be more or less severe. The severity of a conflict depends on: (1) the likelihood that professional decisions made under the relevant circumstances would be unduly influenced by a secondary interest; and (2) the seriousness of the harm or wrong that could result from such influence. Under certain limited circumstances a conflict may be allowed to continue if such conflicts cannot otherwise be eliminated, the likelihood of undue influence is minimized, and the relationship is appropriately managed to reduce the risk of possible harm.

The Comprehensive Policy Statement Regarding Conflicts of Interest is subdivided to address the specific nature of institutional conflicts, clinical conflicts and research conflicts. In addition, Rush's Relationships with Vendor and Referral Source Guidelines (the "Vendor Guidelines") provide supplemental detail with respect to certain conflicts addressed in this document. To view the Master Policy-Conflicts of Interest and Commitment, search at <https://rushumc.policytech.com/>

4. Computer Device and Media Controls

Work stations, mobile devices, and fixed or portable media are used at Rush to support patient care, student services, research, academic, and business operations. In all cases, only devices that are approved by Rush, including Rush-owned and managed devices, or personally-owned or vendor-owned devices registered into the Mobile Device Management (MDM) program, may be used to intentionally access and store Rush related information. This policy establishes a set of security controls to protect Rush-related information processed on these devices. To view the Master Policy-Computer Device and Media Controls, Search at <https://rushumc.policytech.com/>.

5. Security

Rush Security is committed to providing services to ensure that students, potential students, visitors, faculty and staff are and feel safe/secure while on the Rush campus. They provide preventative patrols of the buildings, garages and campus areas. There is an evening campus shuttle (Night Run) to provide faculty, staff and students safe transport to various locations on/off campus. When the shuttle is not available, upon request security staff can accompany individuals to and from their cars or places on campus. Rush security is available to provide response to emergency calls. Additionally, Rush has blue light boxes available throughout campus. These are emergency response towers strategically located so individuals can call in an

emergency throughout campus. These emergency call boxes are yellow towers with a blue light on top of each device. Contact (312) 942-5678 for any security inquiry or need.

RU-Alert is the University's mass notification system. As of late 2017, students are automatically enrolled in this system with their email and emergency phone number. To update, verify and modify your contact information go to the [RU Alert Website](#).

Rush Security maintains and posts Clery Report information. This report details security, safety and crime information for our campus. Additionally, the up-to-date criminal activity log is maintained in the security office in the Tower LL1502, Security Office.

6. Travel and Employee Reimbursement

The purpose of the Travel and Other Expense Policy is to provide employees and faculty with specific guidelines covering travel and other business expenses as well as the documentation required to substantiate requests for reimbursement of those expenses. The Master Policy-Travel and Employee Reimbursement may be found at <https://rushumc.policytech.com/>.

7. Contract Review and Approval

Rush has policies concerning the signing of agreements and contracts. Legal review of arrangements and contracts governed by this policy is an important step in ensuring compliance with legal requirements. Communication with the Office of Legal Affairs early in the planning process is important to facilitate the review and approval of arrangements and contracts. The Master Policy-Contract Review and Approval may be found at <https://rushumc.policytech.com/>.

B. Policies

a. Research Policies and Procedures

[Office of the Vice Provost for Research](#)

1. [Office of Research Affairs](#)

The Office of Research Affairs (ORA) exists to partner with faculty and staff as they seek funding, propose clinical studies, establish collaborations, steward funds, submit grants, negotiate industry contracts, and secure patents and licensing agreements. The ORA is headed by Rush's chief research administrator and has organizational reporting

responsibilities to the Office of the Provost (vice provost for research), and the Office of Medical Affairs (vice president & principal business officer) at Rush.

The ORA is comprised of seven distinct service divisions:

- i. [Clinical Research Administration](#)
- ii. [Innovation & Technology Transfer](#)
- iii. [Research Regulatory Operations](#)
- iv. [Sponsored Programs Administration](#)
- v. [Institutional Animal Care and Use](#)
- vi. [Technologies Supporting Research](#)
- vii. [Research Administration Shared Services- \(RASS\)](#)
- viii. [Facilities, Space, & Equipment](#)

Specific details for these divisions follow below:

i. [Division of Clinical Research Administration](#)

The clinical research administration division (CRAD) within the Office of Research Affairs facilitates the financial and operational aspects of clinical research across Rush.

The division sets the strategic vision for clinical research administration and provides leadership to ensure the enterprise has the following:

- Well-funded leading-edge research in key therapeutic areas
- Engaged principal investigators and research teams that are audit-ready
- Efficient study start-up that sets the pace for academic medical centers in the Chicagoland area
- Effective execution of clinical research-related activities
- Preferred status with key industry sponsors

This division supports investigators in the following ways:

- Research Contracts
 - Contract negotiation in partnership with the Office of Legal Affairs
 - Confidentiality disclosure agreements
 - Clinical trial agreements
 - Sub-award agreements
 - Service Agreements
 - Professional service agreements for research
 - Synchronization (“sync”) process
- Clinical research core support, such as the following:
 - [Clinicaltrials.gov](#) application support
 - Quarterly new hire training session
 - Monthly continuing education sessions

- Regulatory coordinator support*
- Research nursing support*
- Research coordinator support*
- Clinical research finance support
 - Budget development and negotiation*

**These resources are limited but growing.*

ii. Division of Innovation & Technology Transfer

The Division of Innovation and Technology Transfer (I&TT) is responsible for managing the intellectual property assets generated by research and educational activities at Rush. The I&TT division seeks to guide technologies through the various stages of the commercialization process by providing services that include evaluation, protection, marketing, and licensing of intellectual property.

The I&TT division protects faculty interests while advancing discoveries toward commercial development. A high-performance team with a broad range of subject matter expertise provides a full suite of support services to ensure that Rush inventions reach their fullest potential. The I&TT division assists Rush faculty by:

1. Evaluating research results and inventions for patentability and navigating it through the patenting process
2. Protecting intellectual property while protecting academic priorities, interests and values
3. Effectively transferring discoveries and inventions from the laboratory into commercial development
4. Helping form collaborations with industrial partners for new sources of research sponsorship
5. Negotiating, structuring and executing license agreements and other relevant technology transfer related agreements to ensure the development and commercialization of Rush technologies
6. Helping with startup formations by facilitating access to the entrepreneurial ecosystem that includes mentoring, incubators and accelerators as well as investor network

The I&TT division is passionate about its role at Rush and continues to endeavor to see Rush has a strong impact on the next generation of biomedical technologies that will improve patient lives.

iii. Division of Research Regulatory Operations

The ORA supports a Division of Research Regulatory Operations (RRO) that has primary responsibility for stewarding Rush's regulatory responsibilities as imposed by sponsors, other institutions, as well as community, local, and federal government agencies. The division has

responsibility to oversee the operations and administration of various regulatory committees at Rush including, the IRB, IACUC, DURC, Biosafety, and radiation safety committee. The human subjects' protection program, accredited by AAHRPP, is housed within RRO. Inspecting and monitoring general laboratory safety is also within the purview of the RRO division. Rush's institutional biosafety officer is a member of the RRO division staff. Additional details of the key RRO regulatory groups can be found below, throughout this document, and at the hyperlink above.

Institutional Review Board (IRB)

Rush has two IRB committees that meet weekly. These diversely composed committees consist of physicians, scientists, community members, administrators, staff, nurses, and others interested in protecting human subjects at Rush. The IRB oversees over 3000 projects currently underway within the organization. The composite of projects consists of biomedical clinical trials as well as a large number of behavioral projects. The IRB is AAHRPP accredited.

[Biological Safety Program](#)

Since 1997, Rush University Medical Center has operated an Institutional Biosafety Committee (IBC) to review all research activities involving recombinant or synthetic nucleic acids as required by the *NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules* (rev. 2016) and by university policy RA-IBC-001. This 10-member committee has cross-representation from the Institutional Animal Care and Use Committee (IACUC) and from the Dual-Use Research of Concern (DURC) and Biohazard (BHSD) Committees. Committee members include faculty from the departments of Microbial Pathogens and Immunity, Cell and Molecular Medicine, and the Divisions of Gastroenterology and Infectious Diseases. Other members include the Biological Safety Officer (BSO), representatives of hospital Infection Control and the Office of Research Compliance, as well as two community members who are unaffiliated with Rush. IBC business is conducted in standing monthly convened meetings. The Biological Safety Officer, (NRCM) pre-reviews applications to assist the investigator prior to official review by the full committee, reviews literature relevant to applications in service to the IBC and schedules the agenda of the IBC. Applications are accepted online via the Rush Research Portal, minimizing redundant data entry by the investigator. The IBC maintains a database of approved programs as well as an informative web site, and annually updates its registration with the NIH Office of Science Policy. A mandatory web-based Biosafety Training Program for investigators and their laboratory personnel, gene transfer clinical coordinators, and IBC members has been established. Investigators or their designees are periodically retrained as required by law in the shipping of dangerous materials. All approved programs are subject to a formal amendment process for all substantive changes, and clinical programs receive annual continuing review. All laboratories of IBC-approved programs are inspected initially and periodically by the BSO.

DURC and Biohazard Committees

Rush University Medical Center is in compliance with the *United States Governmental Policy for Institutional Oversight of Life Sciences Dual Use Research of Concern*. This policy governs all research performed with any quantity of 14 specific pathogens and one toxin, requiring the

institutional review of such research to determine whether a risk mitigation plan is needed to minimize the chance that the research will be misapplied. If the research meets these criteria, the risk mitigation plan must be approved and enforced. Under its approved institutional policy RA-DURCBHSD-001, Rush has established the required Institutional Review Entity (IRE) called the DURC Committee and has named an Institutional Contact for Dual-Use Research (ICDUR), who also chairs the committee. The DURC Committee will convene quarterly to review new potential DURC research and do annual continuing review of previously-approved projects. The DURC Committee has determined that no current research at Rush meets the DURC criteria to require approval of a risk mitigation plan. To oversee biological and/or biochemical hazards that do not meet the DURC criteria and also do *not* involve recombinant or synthetic nucleic acids and therefore do not require oversight by an Institutional Biosafety Committee (IBC) according to *The NIH Guidelines for Research Involving Recombinant and/or Synthetic Nucleic Acid Molecules (rev. 2016)*, the same membership of the DURC Committee will constitute a Biohazard Committee. This committee will convene monthly, or as necessary, and will review and evaluate the safety of research projects that use human or animal pathogens, exempt quantities of Select Agents and other toxins, the Parkinson's syndrome-inducing prodrug, 1-methyl-4-phenyl-1,2,3,6-tetrahydropyridine (MPTP), nanoparticle preparations, and new, potentially biohazardous agents that may be developed.

Radiation Safety Program

Rush University Medical Center has a Radiation Safety Program under the direction of Radiation Safety Officer (RSO). A broad-scope Radiation Safety Committee (RSC), as required by the State of Illinois. All routine clinical and research laboratory aspects of ionizing radiation use, such as dose monitoring, radiation protection, nuclear medicine hygiene, and radioactive waste disposal, are managed by the RSO under oversight by the RSC. The clinical and non-clinical use of ionizing radiation for research purposes is subject to review and approval by the RSC. The RSC is also responsible for overseeing all uses of radioactive material. All research studies using ionizing radiation for treatment, guidance or localization, screening, or treatment response assessment must be submitted for radiation safety review. If the use of ionizing radiation is determined to be consistent with the Standard of Care, no further review is necessary. If the use of ionizing radiation differs from the standard of care or presents unknown or increased radiation risks, a designee of the committee will review the protocol and informed consent document and provide model radiation risk consent language if required. Some protocols, such as new uses of radioactive materials and research on children, pregnant subject or healthy volunteers may require full RSC review.

Laser Safety Program

Rush University Medical Center has a Laser Safety Program under the direction Director, Occupation Safety, and Interim Laser Safety Officer (LSO), Clinical Engineering Services. The purpose of the program is provide clinical staff, researchers, students, patients, and visitors with a safe laser use environment by managing the selection, use, and maintenance of lasers and laser-containing systems at Rush University Medical Center and Rush University Medical Group. This program implements guidelines to ensure that no laser radiation in excess of the maximum permissible exposure (MPE) limit reaches the eye or skin of clinical staff, students,

patients, and visitors. Additional guidelines ensure adequate protection against non-beam hazards that can be associated with the use of lasers: risk of electrical shock, explosions, fire, and exposure to harmful chemicals or biological hazards. The program also conducts relevant educational programs, performs work place inspections including those used for clinical procedures, and inspects and repairs laser equipment, documenting maintenance histories to satisfy applicable regulations. Program responsibilities are drawn from guidelines established by the American National Standard for the Safe Use of Lasers in Health Care Z-136.3-2011, and FDA CFR 1040.10. The Program complies with the Illinois Emergency Management Agency (IEMA) regulations for acquisition, registration, use, transfer, and disposal of class 3b and 4 lasers. A Laser Safety Committee, (LSC), as required by ANSI and IEMA. Its purpose is to advise on laser activity and enforcement of operational policies and procedures at Rush.

iv. Division of Sponsored Programs Administration

The Division of Sponsored Programs Administration (SPA) provides assistance to faculty and staff in obtaining and managing sponsored awards that support research activities. SPA is charged with accepting grants and contracts for sponsored programs funded by federal and state agencies, foundations and other public agencies, and providing guidance to assure proper stewardship of funds that are received. In addition, SPA prepares and negotiates sub-awards for collaborative research.

The mission of SPA is to provide superior guidance and support to faculty, staff, and administration in the pursuit of funding and collaborations reviewing and approving proposals submitted to all sponsors, for interpreting, negotiating, and for research, education and outreach.

v. Division of Institutional Animal Care and Use – Comparative Research Center

Rush is committed to the judicious and humane care and use of animals in teaching, research and testing. The use of animals at Rush is a privilege granted through the Institutional Animal Care and Use Committee (IACUC), with moral, scientific and legal obligations for humane care and treatment of the animals.

Rush will comply with all applicable provisions of the Animal Welfare Act, other federal statutes and regulations relating to animals and any state statutes and regulations related to animals. As the institution receives federal funding and has an approved *Assurance of Compliance with Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals*, all persons will strictly adhere to the provisions of the PHS policy and the Rush PHS assurance. As the PHS policy covers all vertebrate animals, the institution's policies and procedures will apply to all vertebrate animal use, regardless of the funding source. Rush is also guided by the *U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Teaching*, detailed in the PHS policy. All animal care and use will follow the *Guide for the Care and Use of Laboratory Animals (Guide)*. In situations where the regulations

enforcing the Animal Welfare Act are specific and more restrictive than the PHS policy, these regulations will take precedence over the PHS policy.

The [Comparative Research Center \(CRC\)](#) is located in the Cohn Building. The Comparative Research Center is responsible for implementing the Rush Animal Care and Use Program and managing animal care facilities in accordance with the guide. The center's functions include procurement, care and maintenance of all animals used in research, teaching and testing, and the provision of professional advice to research and teaching staff.

Periodic assessment of the effectiveness of the CRC is provided at multiple levels by numerous sources including, but not limited to: semiannual program review and inspection of the facility by the Institutional Animal Care and Use Committee; annual performance reviews of CRC personnel; annual unannounced inspections by a USDA veterinary medical officer; triennial site visits by the AAALAC International Council on Accreditation; and annual reporting to the USDA, Office of Laboratory Animal Welfare (OLAW) and AAALAC.

vi. [Technologies Supporting Research](#)

The ORA works closely with the Office of Information Services at Rush to support key research administration technologies including the Rush Research Portal, Faculty Profiles, Inter- and Intranets for Research, LINK, COI databases, eRAMS, e-IRB capabilities, interfaces with sponsor databases, and other network and infrastructure-related needs of faculty and staff. The key technology application within the ORA is the Rush Research Portal, described as follows.

The Rush Research Portal (RRP) is a key methodology to manage many aspects of the clinical research and sponsored programs submission process. All new clinical research studies are submitted electronically through the RRP. IRB studies that were active prior to September 17, 2007 (legacy studies) have been uploaded into the system.

One of the many benefits of the RRP is a streamlined approach to the submission, review and approval of research projects. The system will notify department approvers, IRB staff and/or other study staff as the project advances through the system.

Coverage analysis, grants and contracts are also created and submitted through the RRP. This allows an efficient process linking the IRB study, coverage analysis, grants and contracts in one central location. Finally, a module that will facilitate submission and administrative oversight of clinical studies conducted at Rush that use a central IRB is being built. This module will facilitate instances in which the Rush IRB is acting as a central IRB of record for other institutions.

The Rush Research Portal can be accessed via <https://rrp.rush.edu>. You will then want to use the Single Sign On (SSO Login) option.

To obtain a login ID for the RRP, all users are required to attend training. Training is available every Friday in the lower level of the Annex building at 11 a.m. Additionally, all users are

required to complete their mandatory training prior to having their study reviewed by the IRB. The mandatory training is accessible through the [RUSH LearningHub](#). Search for “Research Compliance Onboarding and Rush Research Portal Training.

vii. [Research Administration Shared Services – \(RASS\)](#)

Research Administration Shared Services (RASS) is a model of organization which strives to deliver maximum levels of administration support and service in the most efficient and responsive way. We support faculty by providing assistance to faculty in all aspects of research. We currently offer support in Pre- Award and Post- Award Administration for Basic Science Researchers in the Departments of Anatomy & Cell Biology, Microbial Pathogens & Immunity, Physiology & Biophysics, and Neurology. Researchers in all areas should work with their department’s Research Administrative staff for these services. If you do not have support, reach out to RASS for availability.

viii. [Facilities, Space, & Equipment](#)

We want to make sure you have exactly the right laboratory space, equipment and facility support you need to conduct your research under the best possible conditions. The Office of Research Affairs has a team specifically dedicated to providing that support.

[Research Core Facilities](#)

All the scientific cores have pricing structures that are advantageous for Rush investigators and will therefore allow greater productivity per grant expenditure than comparable external facilities operated by neighboring universities or commercial laboratories. With rare exceptions, investigators can receive training to operate these facilities independently, thereby reducing the labor charges associated with larger projects.

1. MicroCT/Histology Core (MCTHC)
2. Flow Cytometry Core (FCC)
3. Rush Proteomics Core (RPC)
4. Rush MicroRNA and Gene Expression Core (RMGEC)
5. Rush Biomarker Development Core (RBDC)
6. Rush University Biorepository Core
7. IM Research and Drug Discovery Imaging Core
 - 7A. High-Content Screening (HCS) Systems
 - 7B. Electron Microscopy
 - 7C. Confocal and Live Cell Microscopy
8. The Biological Safety Level 3 (BSL3) Laboratory
9. College of Health Sciences Shared Laboratory
10. Bioinformatics/Biostatistics Core
11. Rush Bio Specimen Freezer Facility
12. Neighboring University Core Research Facilities

- 12A. [University of Chicago \(Office of Shared Research Facilities\)](#)
12B. [University of Illinois at Chicago \(Research Resources Center\)](#)

2. Research Compliance

The [Office of Research Compliance \(ORC\)](#) promotes a culture of compliance, research integrity, and high quality research within the Rush community. Oversight of the regulatory (federal, state and local), ethical and compliance aspects of research conducted at Rush is a complex multidimensional undertaking, and the ORC divides the responsibility for managing these dimensions across operational areas. The areas targeted for evaluation of compliance with conducting research include but are not limited to:

- Human subject protections (biomedical and social/behavioral)
- Animal use protections
- Research privacy and security
- Regulatory compliance
- Assessments of scientific integrity
- Investigate non-compliance
- Conflicts of interest (individual and institutional)
- Research misconduct
- Questionable research practices
- Financial management associated with funded research
- Authorship

Compliance Oversight Mechanisms. The ORC incorporates the seven fundamental elements of an effective compliance program (issued by the Office of Inspector General (OIG)) through reviewing and implementing of policies and procedures, conducting effective education and training, routine and for cause audits, establishing a hotline and responding promptly to detected offenses and undertaking corrective action. Directed audits are conducted in response to identified concerns to assess research compliance with federal, state, and local laws, as well as Rush policies.

The Evaluation Quality Improvement Program (EQuIP) identifies areas of investigator/research team vulnerability regarding adherence to regulatory requirements, protocol, organization, and record-keeping. This audit/review process highlights areas requiring education and fosters enhanced communication between research administration and the research community. Data gathered during the EQuIP project provides ORC with an understanding of gaps in knowledge that can later be addressed through policy and training programs for the research community. Results of EQuIP, directed audits, and periodic compliance reviews are reported to the chief compliance officer, the vice provost for research, and the Institutional Review Board (IRB) in cases involving human subjects research, and in certain instances, to the Audit Committee of the Board of Trustees.

i. External Relationships and Conflicts of Interest

Conflicts of interest in research may occur when interests compromise, or have the appearance of compromising, the professional judgment of a researcher. Maintaining objectivity in research and education is a fundamental academic value. We strive to ensure a transparent research process by requiring a disclosure of certain interests.

Rush policies Conflicts of Interest and Commitment (OP-0359) and [External Relationships and Financial Conflicts of Interest in Research \(CC-RC-0008\)](#) articulate our position on conflicts of interest. We seek to maintain the balance among competing interests that have the appearance or ability to bias the design, conduct or reporting of the research.

To learn more, visit the [External Relationships and Conflicts of Interest in Research page](#).

3. Research Conflicts of Interest (COI)

The [Office of Research Compliance](#) is responsible for the administrative collection, review and management of financial and other interests that have the potential to impact an individual's professional or research responsibilities at Rush. The goal of this program is to develop and maintain processes for identifying and managing external interests in conjunction with the Conflict of Individual and Institutional Interest in Research (COIIR) Committee that have the potential to impact an individual's professional or research responsibilities.

4. Research Misconduct

The AVP of research compliance serves as the research integrity officer (RIO) for Rush and is responsible for reporting annually to DHHS's Office of Research Integrity (ORI) about allegations and investigations of research misconduct. Research misconduct means fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Reporting suspected research misconduct is a shared and serious responsibility of all members of the academic community. Any person who suspects research misconduct has an obligation to report the allegation to the RIO. Allegations are handled under procedures described in RUMC's policy titled [Research Misconduct: Policy For Review and Reporting Allegations found](#) under the Research Affairs Policy type, Research Compliance category. All reports are treated confidentially to the extent possible, and no adverse action will be taken, either directly or indirectly, against a person who makes such an allegation in good faith.

b. Other Policies

1. Annual Faculty Performance Review

The performance of each faculty member is evaluated annually by his/her immediate supervisor. If a faculty member has additional duties, such as administrative or educational responsibilities, these faculty will be evaluated by a secondary supervisor. In colleges with departments that have no additional organizational structures/units, the departmental chairperson or their designated representative completes the evaluation. In departments with additional organizational structures, such as divisions, sections, or programs, annual evaluation is performed by the head of the organizational unit in which the faculty belongs. In colleges without departments, deans and academic supervisors may do evaluations directly. The annual evaluation is expected to be comprehensive, providing an opportunity to discuss faculty performance, academic standing, career development opportunities, career advancement, and next year performance goals. It includes a self-evaluation of annual performance by the faculty member and an evaluation of the faculty member's annual performance by the departmental chairperson or academic/administrative supervisor and/or the dean.

The University has designed a workflow within the Faculty Management System that reflects the purpose of the evaluation process as stated above. The faculty member is invited to complete the faculty portion of the evaluation and submit the required information and other supplemental materials that the faculty member believes will be helpful for an adequate assessment of performance. The faculty member's immediate supervisor or departmental chairperson, or in colleges without departments, the dean and academic supervisor, completes their portion of the evaluation and schedules a conference with the faculty member to review the evaluation. This annual evaluation and appropriate supporting materials become part of the faculty member's official file which is retained in the Faculty Management System. It is expected that at the time of annual performance evaluation, the faculty updates his/her curriculum vitae, and adheres to the deadlines for the process. A faculty member may access the annual evaluation form at any stage of the evaluation or thereafter. Faculty non-compliance with the annual performance review process will be taken into consideration when evaluating re-appointments and promotions. While annual evaluations play a role in determining faculty compensation, they are not the sole determining factor.

The Master Policy-Faculty Annual Performance Evaluation may be found at <https://insiderush.rush.edu/policies/Pages/default.aspx>.

2. Policy for Authorship on Scientific and Scholarly Publications

Scholarly integrity and the responsible conduct and reporting of research are essential for maintaining public trust in the research enterprise and for community benefit from research discovery. This policy sets forth principles of authorship to provide clear guidelines related to authorship of scholarly publications.

RUSH adopts the ethical principles embodied in Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly Work in Medical Journals, composed by the International Committee of Medical Journal Editors, as updated in December 2018. These principles, which

are compatible with ethical and editorial policies of highly reputable biomedical journals, are as follows:

A. The qualifications for authorship are the following:

1. Substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data; and
2. Drafting the article or revising it critically for important intellectual content; and
3. Final approval of the version to be published; and
4. Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved. Authors should meet all four (4) qualifications.

B. All individuals who qualify for authorship should be listed. However, any person can refuse to be an author if (s)he elects to do so.

C. Each author should have participated sufficiently in the work to take public responsibility for appropriate portions of the content. In addition, an author should be able to identify which co-authors are responsible for the specific other parts of the work. Finally, authors should have confidence in the integrity of the contributions of their co-authors.

D. Multicenter projects should identify the individuals who accept direct responsibility for the manuscript. These individuals should each meet all four (4) conditions for authorship given above in A. When submitting a group authored manuscript, the corresponding author should clearly indicate the preferred citation and should clearly identify all individual authors as well as the group name. Other members of the group may be named in the acknowledgements.

Procurement of funding, collection of data or general supervision of the research group in the absence of the above criteria does not alone justify authorship.

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

This policy does not address authorship disputes (credit, or order of authorship). Authorship disputes are addressed under the attached document titled "Guidelines for Avoiding and Resolving Authorship Disputes". Matters concerning scientific misconduct will be processed according to the Rush policy titled Research Misconduct: Policy for Review and Reporting

Allegations.

The Master Policy - Policy for Authorship on Scientific and Scholarly Publications may be found at <https://rushumc.navexone.com/content/>.

3. Research Data – Access, Ownership and Retention

This policy provides an umbrella approach to Research Data Management across Rush. Divisional, departmental, sectional related policies may also apply but are not to conflict with the overarching policy. This policy has been carefully designed to serve the best interests of the scientific record, Rush researchers and Rush in the management of Research Data. This policy is designed to complement, not supersede, other policies of Rush including (but not limited to) protection of human subjects, HIPAA, intellectual property, and financial management.

OWNERSHIP OF RESEARCH DATA: Rush owns all Research Data generated by, or derived from, research projects conducted at or under the support and approval of Rush regardless of funding source, unless specific terms of sponsorship, other agreements or other Rush policy supersedes these rights.

The Master Policy - Research Data – Access, Ownership and Retention may be found at <https://rushumc.navexone.com/content/>.

4. Education Policy for Investigators and Relevant Research Personnel

Rush University Medical Center (RUMC or Rush) is committed to ensuring the safe and ethical conduct of research. All personnel engaged in research require education on how to ethically conduct research in accord with all applicable state and federal regulations, and to protect the health, safety and welfare of animals and human subjects.

All individuals identified as research personnel on a study must complete the required initial and continuing education requirements in order to conduct research.

All new investigators and research personnel must meet the initial education requirements of this policy, OP-0188 Mandatory Training and be authorized to conduct research at Rush before they begin any research.

Human subject education information is captured and displayed as part of the study application on the Rush Research Portal (RRP). The Principal Investigator is responsible for assuring that individuals who are not listed in the study application but have a role in the conduct of the research, complete the required education prior to the start of the individual's involvement in the study.

For studies involving human subjects, the Institutional Review Board (IRB) staff will review research personnel training completion prior to study approval. This review occurs upon receipt of the initial study application, amendments and continuing reviews.

Animal investigation education information is captured by the Institutional Animal Care and Use Committee (IACUC). It is the responsibility of the Principal Investigator to ensure that all research personnel with animal contact complete the required education prior to the start of the individual's involvement in the investigation.

Additional education pertaining to the Department of Transportation (DOT)/International Air Transport Association (IATA) Shipping Regulated Biological Materials, Biosafety, and/or Biohazards may also be required.

Once the initial education requirements are satisfied, all investigators and relevant research personnel must fulfill Rush's continuing education requirements.

If study personnel do not meet and/or maintain training requirements, then those individuals must be removed from the study until the required trainings are completed.

The Master Policy - Education Policy for Investigators and Relevant Research Personnel may be found at <https://rushumc.navexone.com/content/>.

C. Student Matters

1. General

To find information on student policies, review the [Rush University Catalog](#), which is published as a guide for the faculty and students of Rush University. The University reserves the right to add, amend, delete or deviate from any specifications herein at any time and to apply such changes to registered and accepted students. Policies as stated in the catalog supersede policies in departmental student handbooks.

2. Students with Disabilities

The [Office of Student Accessibility Services](#) works at keeping with its goal to promote diversity among the student population. Rush University is committed to attracting and educating students who will help to make the population of health care professionals reflective of the national population, including individuals with disabilities. In addition, Rush University is committed to ensuring equal access to its facilities, programs and services are available to students with disabilities. The University provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Americans with Disabilities Act of 1990, The American Disabilities Amendment Act of 2008 and the Rehabilitation Act of 1973.

Faculty are encouraged to refer students seeking more information about accommodations to the [Office of Student Accessibility Services](#) or visit the office Website: <https://www.rushu.rush.edu/office-student-accessibility-services>

If the Office of Student Accessibility Services determines that accommodations will be issued to a student, faculty will receive notification via email stating the student's accommodation plan at Rush University.

3. Faculty/Student Relationships

The relationship between teachers and learners should be based on mutual trust, respect, and responsibility. The expectations for maintaining a professional teacher-learner relationship are relevant to all faculty, residents, staff, and students who participate in educational activities in the classroom, laboratory, research, or clinical settings where there is a focus on education, patient care, and ethical conduct.

CHAPTER 2: FACULTY BENEFITS

A. Benefits

Rush offers a [comprehensive employee benefit](#) program to help employed faculty members enhance their health, prepare for retirement, protect against the unexpected. A full description of current benefit programs is available under the Benefits Home page, which may be accessed on Rush's Website at <https://rushprod.service-now.com/esc>

The [Benefits Portal](#) has a fully searchable table of contents, is updated annually and provides essential information about all faculty benefit plans. In addition, each benefit program is described in detail in Rush's plan documents and summary plan descriptions, which are available for review in the portal or through the Office of Human Resources. The provisions of the plan documents and summary plan descriptions are periodically updated and amended.

- [Rush Learning Hub](#)
As part of Rush University Medical Center's commitment to [employee](#) development and education, it offers tuition assistance to employees who want to take healthcare, business or vocational courses, as well as many on-site development programs.

CHAPTER 3: NON-DISCRIMINATION POLICY

Rush University Medical Center and Rush University appreciate the diversity of human beings, and believe that equal opportunity, diversity, and affirmative action in employment, education, and the delivery of health care are essential and are to be encouraged and celebrated. This is a

continuation of a perspective that emanated from the Hospital charters of 1865 and 1883, and the documents governing the establishment of Rush University in 1972. The prohibition against discrimination, harassment and unequal treatment explicitly delineated in this policy is considered to be a component part of all other medical Center and university policies and supersedes all prior or contemporaneous policy statements to the contrary. To view the Master Policy-Non-Discrimination, [search at https://rushumc.policytech.com/](https://rushumc.policytech.com/).

Prohibition Against Discrimination, Harassment and Sexual Misconduct

Rush strictly prohibits all forms of discrimination against any member of the Rush community, including but not limited members of the faculty, all employees, volunteers, guests and vendors.

To view the Master Policy-Prohibition against Harassment Discrimination, Harassment and Sexual Misconduct, search [at https://rushumc.policytech.com/](https://rushumc.policytech.com/).

CHAPTER 4: SELECTED UNIVERSITY RESOURCES FOR FACULTY

A. Library

Accessing the Library

Through the Library's [home page](#), RUMC students, faculty and staff can access more than 9,500 full-text electronic journals, 22,000 e-books and 115 databases both on campus and off using their Rush single sign-on credentials.

Registered borrowers may borrow physical materials from Rush and from 100+ academic and institutional libraries across Illinois. As a faculty member, your borrower registration is automatically maintained based on your profile in the Faculty Management System (FMS).

For more information, assistance, or to request any services detailed below, fill out our [online form](#), email library@rush.edu, or call (312) 942-5950 during our [staffed service desk hours](#).

The library's computer lab and unstaffed study spaces are open to Rush personnel with a valid Rush ID 24/7/365.

Interlibrary Loan

Journal articles not covered by Rush's subscriptions may be requested via [ILLiad](#), Rush's online interlibrary loan service. Interlibrary loan is a free service provided to all Rush faculty.

Reference Librarians

Reference librarians are available to answer your questions by phone or email. The Reference Department provides information services to all members of the Rush community. We offer individual assistance with literature searches, systematic reviews, bibliometrics, bibliographic management software, and more. All services are free.

Curriculum-Based Instruction

Librarians can meet with your students to introduce library services, the research process, searching databases, and more. Classroom sessions can also be tailored to fit your students' needs and course assignments.

Reserves

Rush faculty may place required or recommended readings on [reserve](#) by calling (312) 942-2272. Our electronic reserves system allows students to access journal articles and book chapters [online](#). Print materials may be made available for request at the Library Services desk, located on the fifth floor of the Armour Academic Center (AAC 571).

Purchase requests

Recommendations for book and journal purchases are welcomed and may be made at any time. To make a request, please complete our [online form](#).

Rush University Medical Center Archives

The Rush University Medical Center Archives tells Rush's story through its collections-its esteemed and enduring history of education, research, patient care and community service. Dating back to the founding of Rush Medical College in 1837, the Rush Archives identifies, preserves, organizes and enables access to valuable Rush records from our earliest years to current digital assets.

The Rush Archives engages with the Rush community and the public. Rush University students can broaden their understanding of course materials by exploring Rush's past contributions to health care. Students, faculty, staff and alumni are encouraged to contribute their experiences and materials to strengthen and diversify the collections for future researchers. Rush's archivist provides reference services, hosts historic tours, makes presentations, helps create exhibits, and assists with records consultations and acquisitions.

The Rush Archives office is located in the basement of the Triangle Office Building at 1700 W. Van Buren St., Suite 086. Learn more about the history of Rush and [explore our collections online](#).

B. University Information Services Support

Information Services has dedicated support staff located in the METC. The support staff is available to help troubleshoot access to Rush University computer resources on laptops, tablets and phones. Equipment and media can also be checked out from the METC service area. Support staff is available during regular business hours.

Available equipment and media:

- Media in VHS, DVD, and streaming formats
- Clinical kits
- Computer and audiovisual hardware
 - iPads and laptops
 - Projectors and A/V carts
 - USB and wireless microphones and headsets, including wireless microphones used in Armour Academic Center lecture halls (AAC 539, 540, 994 and 976)
 - Adapters and cables
 - DVD and Blu-ray players
 - Handheld digital audio recorders

Circulating media and equipment may be borrowed by Rush University staff, students and faculty.

- [Multimedia, Software & Equipment](http://rushu.libguides.com/borrowing/multimedia)
(<http://rushu.libguides.com/borrowing/multimedia>)

The METC Computer Lab

The METC's main computer lab (AAC 917) is accessible 24/7/365 to Rush students with a valid Rush ID badge. The lab is open to the public during the METC's normal business hours. Computers in AAC 917 provide the Microsoft Office suite, exam security software, SPSS (statistical software) and other software requested by faculty for academic use.

Printing is available in AAC 917 for a modest charge.

Computer classrooms and media viewing rooms

The METC is home to three multimedia classrooms, AAC 902 (capacity: 10), AAC 903 (capacity: 40) and AAC 908 (capacity: 16), and three media viewing rooms (AAC 911, 913 and 918). Media viewing rooms can be reserved at the METC Service Point. To reserve multimedia classrooms, please use the Astra room scheduling system.

- [Astra Room Scheduling](https://www.aaiscloud.com/RushU/Logon.aspx) (<https://www.aaiscloud.com/RushU/Logon.aspx>)

METC computer classrooms provide the Microsoft Office suite, exam security software, SPSS and other software requested by faculty for academic use.

Testing Centers

- **METC**

Instructors may reserve METC computer classrooms (AAC 902, 903 and 908) for online assessment. Students may use the METC computer lab (AAC 917) for unproctored assessments. Computer classrooms (AAC 902, 903 and 908) and the computer lab (AAC 917) are equipped with the Respondus LockDown browser and ExamSoft's SofTest application. Other exam security software can be installed on request.

- **The Academic Testing Center**

The Academic Testing Center opened in the Triangle Office Building (Suite 135) is comprised of a testing room, which can accommodate up to 75 examinees, and a multi-purpose waiting area.

- [Academic Testing Center](http://rushu.libguides.com/metcservices/testing) (<http://rushu.libguides.com/metcservices/testing>)

The testing room offers full function, small form-factor computers running the latest version of several browsers and specialty testing software. The design of the testing room is to ensure academic integrity and examinee comfort. The waiting room is a collaborative workspace with seven interactive whiteboards and can accommodate up to 77 people in small group, roundtable or lecture format.

To reserve the testing room or the collaborative workspace, please use the Astra room scheduling system.

- [Astra Room Scheduling](http://roomscheduling.rush.edu/AstraProd/Portal/GuestPortal.aspx)
(<http://roomscheduling.rush.edu/AstraProd/Portal/GuestPortal.aspx>)

If you have any questions or would like to set up an appointment for a tour of the Academic Testing Center, call (312) 563-4929 or email AcademicTesting@rush.edu.

OMR Exam and Survey Processing (scanning)

The Academic Testing Center processes optical mark recognition exams (also known as OMR, Scantron or "bubble" exams). For security reasons, exams can *only* be accepted or disbursed by CETI full-time employees on weekdays between 8 a.m. - 5 p.m.

- [Exam Scanning](http://rushu.libguides.com/metcservices/scanning) (<http://rushu.libguides.com/metcservices/scanning>)

Scheduled exams are guaranteed a 24-hour turnaround time. **Unscheduled OMR processing requests take at least 48 hours to complete.**

The Academic Testing Center provides support and consultation for Rush University faculty and staff collecting research forms (e.g., surveys), including print, OMR, online evaluations and surveys for University courses. If scheduled in advance, the guaranteed turnaround time is two weeks.

Blank OMR sheets are available from the METC Service Point (AAC 919) any time a full-time METC staff member is available.

For more information or to schedule exam or survey processing, call (312) 563-4929 or email AcademicTesting@rush.edu.

Reserve Materials

Faculty can place a request to add audiovisual items owned by the METC to their course reserves.

- [Course Reserves Information for Faculty](http://rushu.libguides.com/reserves/faculty)
(<http://rushu.libguides.com/reserves/faculty>)

Rush U Portal

Rush U Portal is Rush University's internal Web portal. The Rush U Portal was implemented to facilitate communication and collaboration within and between departments, as well as make the online experience easier and more convenient for faculty, staff and students.

Integration

The portal brings together the most used information and applications into one centralized location for users.

Communication

The portal engages users through current and targeted internal communications. The portal provides a centralized location for information pertaining to University events, with the goal of increased attendance at University events and decreased reliance on email for communications.

Collaboration

The Rush University Portal is useful for collaboration. This is done through personalized team sites. Sites can be requested by committees, special project teams, departments, student organizations, etc. These sites are accessible only by their members, and, unlike read-only information sites, members can contribute content.

Course Management

Course instructors also use Rush U Portal to view class rosters, submit grades, and view the student photo book.

Forgotten passwords: If you forget your Rush U Portal password, you can reset it at <https://resetmynetworkid.rush.edu>. Please keep in mind that this will also reset your Rush login and Outlook email passwords.

Email

To obtain any user account to Rush's electronic systems, the account request form must be submitted by the user's Rush manager or sponsor. Upon receiving the application, Information Services facilitates the creation of accounts and will communicate the system user IDs and passwords to the requesting manager via email. The Rush network is accessible throughout the Medical Center as well as from off-site locations using remote access authentication.

Access the [Information Services Webpage](#) to get an [account request form](#):

If you need remote access to the Rush network, your manager/department chair can request this access through the account request form. There is a one-time fee for this license and a cost center must be identified on the application.

Email Account Eligibility

Rush Information Services provides all Rush employees (with employee numbers) and physicians (with Rush doctor numbers) with email and network accounts.

Email Client Software

Microsoft Outlook is the official corporate e-mail software for Rush.

All multifunctional terminals (MFTs) and mobile computers on the patient care units have Internet access and are able to access Outlook email via the [Web email](#) version of their account. The URL is webemail.rush.edu.

Email Policies

The following [policies](#) cover aspects of your use of any Rush-provided email account.

User name/password

When you receive an email account, you are given a user name and a unique password. Sharing your account is not permitted. Attempting to gain access to another's password could subject you to disciplinary action. The posting of email messages with sexually explicit images, or posting of emails containing language which may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs, or political beliefs could also be cause for discipline.

User account passwords must contain a minimum of eight characters and contain at least three of the following four characteristics:

- One lowercase alphabetical letter (e.g., a, g, q)
- One uppercase alphabetical letter (e.g., A, G, Q)

- One number (e.g., 1, 5, 9)
- One special character (e.g., @, #, %, !, .)

Spamming

Indiscriminate sending of large amounts of unsolicited email (or an unsolicited email such as on a controversial topic which will provoke a large amount of feedback) to promote a product, service, or idea is not allowed. Doing so could result in suspension of your login and password.

Responsibility

Whenever you send an email message, your email address and message origination host name are included in the message. You are responsible for email originating from your account.

Interference with others' email

Email belongs to the recipient. A user's mailbox is treated in the same manner as any other file belonging to that user. Attempts to read, delete, copy, or modify the email of other users could subject the user to disciplinary action.

Faculty should be aware that Rush University creates an email account for each student when the student registers for his/her first quarter. Students are expected to check their email accounts with regular frequency since Rush University considers email an official means of communication. Often, students are notified of important news and deadlines (such as financial aid, registration and graduation information) via the campus email system. Students are also instructed to use their Rush email account to communicate with faculty and staff versus sending an email using a personal email account. Should a student send you email from a personal account, please remind them that they should use their Outlook account to communicate with you.

Except where specified, Rush University students will have all accounts terminated upon graduation and/or when they leave the University, including their email accounts.

Should problems arise with your email account, contact the Help Desk at (312) 942-4357 or via email at help@rush.edu.

Clinical Systems accounts:

Faculty members with clinical responsibilities will also need to get access to the various clinical systems (e.g. EPIC) and should contact the Information Services Help Desk at (312) 942-4357 or via email at help@rush.edu.

MyRushApps

MyRushApps provides users access to a complete PC anywhere, anytime, from any device. Just like any traditional desktop, MyRushApps provides users the tools they need to do their work such as Microsoft Office, Internet browsers, SPSS, network storage, and Outlook email.

Users can also perform other typical computing tasks, such as printing to local printers and saving to their network drives. A Rush employee or student can log on to their MyRushApps by visiting <http://Myapps.rush.edu> from any Web browser.

To access MyRushPC from outside of Rush, users will need to use Duo, an authorization system that adds another layer of cybersecurity for remote access to the Rush network. Each time users log on remotely to the Rush network through myapps.rush.edu, they will be prompted to retrieve a special passcode before proceeding to their Rush workstation. Users will be need to enroll in Duo the first time they access myapps.rush.edu remotely; screen prompts will guide users through the process. If users need assistance, please call the Help Desk.

C. [Center for Teaching Excellence and Innovation \(CTEI\)](#)

The Center for Teaching Excellence and Innovation (CTEI), is located at the south end of the 9th floor of the Armour Academic Center.

The Rush University Center for Teaching Excellence and Innovation is dedicated to developing partnerships with Rush University faculty members to create impactful learning experiences for Rush University students. The center offers faculty development, invests in and trains on educational technologies, promotes excellence in all teaching modalities, and sustains transformational instructional design partnerships.

CTEI has a group of instructional designers and an instructional technologist who help faculty on any topic related to teaching and technology. Faculty can request assistance by contacting each designer or the technologist; contact information can be found on the CTEI Website, at the bottom of the home page.

Among its services, CTEI offers support for Canvas, the university's learning management system. The Center offers regular training for online teaching through its Online Teaching and Course Design (OTCD) class.

Faculty are invited to participate in professional development workshops as they are offered. Emails are sent through University News announcing workshops and Outlook calendar invitations are also sent.

Online & Blended Learning

The CTEI supports faculty who teach blended and online courses and is responsible for ensuring the quality of the courses at Rush. Rush University has two sets of standards for those who teach online, which include the [Rush University Online Course Design Standards](#) as well as [Online Teaching Standards](#).

Faculty members who teach online are asked to ensure that their courses and their teaching comply with these standards in order to create excellent online learning experiences for students.

Canvas

Canvas, is Rush University's learning management system, an online tool used to meet course instructional goals.

<https://rushuniversity.instructure.com/a>

Instructors use the learning management system to provide students with course materials, discussion boards, online exams, group assignments, and more. The degree to which online content is used in a course varies. Some courses may be conducted entirely online (asynchronously), without any on-campus sessions, while others may use the learning management system as a supplement to synchronous sessions.

Support for faculty and students can be accessed from the “Help for Instructors” and “Help for Students” menu items on the left side global navigation menu. Faculty can also contact CTEI to request technical and instructional design support by email:

- cteihelp@rush.edu for technical support, bug and error reports, and general assistance with Canvas and associated instructional technology systems
- ctei@rush.edu for instructional design questions and support

T3 for faculty: Teaching, Training, and Technology

CTEI developed a resource for faculty that they can find in Canvas. Please self-enroll through [this link](#). The resource has a lot of tips and tricks on teaching face to face, online, and blended, as well as using Canvas and other teaching and learning technologies. There’s even space on the discussion board to collaborate with other faculty members.

Recording studio

CTEI houses a recording studio for faculty that is close to sound-proof. Faculty can use it to record videos, or audio overlay for presentations. Contact CTEI@rush.edu to book a time in the studio. Faculty need to bring their own devices. The “studio” is just a room to use and does not have equipment.

D. Faculty-Staff Profiles

The Rush University Website includes faculty profiles. Faculty, at the instructor level and above, fill out a template ([available online](#)), which is given to the departmental/college webpage manager. The department/college webpage manager will add faculty profiles after a faculty member submits a completed profile template document.

From this [Webpage](#) you can search for faculty profiles by name, college/department, and academic or GME program.

E. Rush Creative Media

Rush Creative Media (formerly Rush Production Group) is an award-winning Marketing and Communications production team specializing in professional photography and video production. Creative Media visualizes and executes the Rush University System for Health brand. Visual content is created for consumer marketing and publicity; photos and videos are utilized for patient education and testimonials, events, people profiles and staff recruitment. In addition, content is created for Rush University college department curriculums, events, student profiles and student recruitment.

Creative Media is also closely involved in publicizing Rush's myriad Anchor Mission outreach programs, in addition to serving the needs of the Medical Center, Rush University and Rush Oak Park Hospital, Rush Copley Medical Center and other sites throughout Rush University System for Health.

Due to our increased workflow we are finding it difficult to cover services such as group photos, but we can offer contact information with freelance photographers who have worked with Rush in the past, as well as a best practices sheet on taking quality smartphone photos.

Headshots are taken every Tuesday at AAC 448. You can make headshot appointments online at: <https://outlook.office365.com/owa/calendar/RushProductionGroup1@rush.edu/bookings/>

If a headshot is not for university use, but ONLY for personal use, there is a \$40 charge.

If you have a request for a non-headshot photo or a video, please complete the Questionnaire for Photo/Video Requests at:

https://rushedu-auvic.formstack.com/forms/video_and_photo_request

For specific questions about video, call Kia Carter at (312) 942-4620 or email her at kia_carter@rush.edu

For additional questions, call (312) 942-8278 or email rushproductiongroup@rush.edu

We no longer print research posters and/or poster boards. This service has been transferred to Quick Copy located in Armour Academic Center in suite 780. Please submit your request to quick_copy@rush.edu or call 2-6697.

We also no longer take passport photos. These can be obtained at your select Walgreens or CVS stores.

The Group does not have the resources to video classroom lectures or most university speaking events. For those seeking to video class lectures or most university speaking events, please contact Media Services, at (312) 563-2527 and press 1 at the prompt for classroom support in the Armour Academic Center. Please call (312) 942-4969 for Audiovisual assistance for the rest of the Medical Center. To schedule your event, please send your request to Media_Services@rush.edu five business days in advance.

Where we are

1725 W. Harrison St.

Rush Professional Building, Suite 121 (between elevators 1 and 2)

Chicago, IL 60612

Phone 312.942.8278

Email: rushproductiongroup@rush.edu

F. Rush Center for Clinical Skills and Simulation

The [Rush Center for Clinical Skills and Simulation \(RCCSS\)](#) is a multidisciplinary simulation training center that provides high fidelity human patient simulation, task trainers and standardized patient programs for faculty, students, and staff of Rush University Medical Center to conduct education and research activities. RCCSS provides services for the integration, practice, and evaluation of user knowledge, interpersonal communication, and clinical skills through the use of immersive instructional technology and standardized patients.

High Fidelity Human Patient Simulation

RCCSS includes an online -supported data annotation system for simulation encounters, 3 high fidelity simulation labs, a 4-bed clinical skills training center and a smart classroom. The available technology includes numerous high fidelity simulators and an assortment of low fidelity mannequins and task trainers for skills such as lumbar puncture, and insertion of invasive monitoring lines. The Standardized Patient Program has 12 exam rooms that emulate Rush outpatient settings.

The high-fidelity simulation lab includes these resources:

- Human Patient Simulator
- Emergency Care Simulator
- METI Man x2 and iStan portable simulators
- Lucina Expectant Mother Simulator

- Pediatric 5-year-old Simulator
- Infant & Premature Infant Simulators
- Laparoscopic Simulator
- Endovascular Angiography Mentor Simulator
- Glide Scope & CMAC systems
- Sonosite X-Porte & Mindray Ultrasound platforms
- Laparoscopic Storz Towers x6
- FLS Training boxes
- Synthetic Models, i.e. suture pads, abscesses, etc.
- And more...

RCCSS scheduling and cancellation policies are available at: [Rush Center for Clinical Skills and Simulation \(RCCSS\)](#).

Standardized Patient Program

Since July 2018, the Rush Center for Clinical Skills and Simulation has included a Standardized Patient Program. A Standardized Patient or SP is defined as a person trained to portray a patient in a realistic way. Most often SPs are actors who are able to repeat the portrayal and simulate physical exam findings the same way for each learner with whom they interact. In addition, SPs are trained to provide feedback from a patient perspective on learners' communication and interpersonal skills and participate in group debriefing.

The SP Program space includes twelve exam rooms, three 12 seat conference rooms and a twelve-station video viewing room for observing clinical skills activities in the exam rooms. Each exam room is equipped with all medical equipment necessary for any outpatient visit with a health care provider, as well as having audiovisual equipment connected to a web-based management system to view these educational activities either through live streaming or video recording. The purpose of the space is for learners at all levels and disciplines to practice their clinical skills and/or be evaluated on those skills. Clinical skills activities can be with groups of learners working together, with SPs one on one or with SPs working with a group. Clinical skills activities well suited for this space are physical exam skills including gynecologic and male urologic exams, history taking, communication, counseling, patient education, and telephone management skills. The web-based management system can provide assessment instruments to be completed by SPs and faculty to create grade reports in which faculty and learners can view. Self- assessment and peer evaluation instruments are available options as well.

The SP Program Director and staff work with faculty to develop educational activities using standards of best practice in SP methodology including case development, assessment/course design, logistical planning and support in the pre-activity, actual simulation and post activity. The SP Educators train and prepare SPs for clinical skills activities. SP accuracy in their portrayal and completion of assessment instruments is reviewed after each clinical skills activity that is video recorded.

G. Rush University Bookstore

The [Rush University Bookstore](#), located on the ground level of Armour Academic Center, is a health sciences bookstore serving the needs of students, faculty and staff at Rush University Medical Center. The bookstore stocks the required and recommended textbooks for courses offered at Rush University, as well as an assortment of reference and review books. Special orders are handled by the bookstore and will generally be received in one or two weeks. Lab coats and medical-surgical equipment are also stocked. School supplies, greeting cards, computer software, and Rush insignia items are also available.

To contact the bookstore, call (312) 942-5845 or email rushbookstore@matthewsstores.com with questions and order requests. Items may be purchased from the bookstore with cash or using a departmental or office accounting unit.

H. Office of Alumni Relations

Rush University [Office of Alumni Relations](#) connects its alumni with their alma mater through events, programs and communications. If you are interested in having an alumnus serve as a speaker or preceptor, obtaining alumni lists, or sharing your research with the alumni community, you may contact the Office of Alumni Relations at (312) 942-7199 or alumni@rush.edu. Visit www.rushu.rush.edu/alumni to learn more.

I. University Relations

As part of [Marketing and Communications](#) at Rush, University Relations manages brand consistency for all aspects of University content, design and visual identity. University Relations collaborates with college, department- and office-level communicators, as well as with other marketing professionals across the institution, on external and internal University communications. That includes web, social media and internal channels such as University-wide emails, monitors, flyers and posters.

University Relations is available to consult faculty on their communications needs and, on a project-to-project basis, provides support services that may include the following:

- Copyediting and proofreading
- Copywriting
- Multimedia services
- Project management

J. Office of Faculty Affairs

The mission of the [Office of Faculty Affairs](#) is to create a supportive, respectful and inclusive environment for the diverse faculty of Rush University. The focus is on institutional integration, specifically but not limited to faculty satisfaction and engagement, implementation of the strategic plan, pursuit of diversity goals, support for accreditations, and faculty management including onboarding, appointments and promotions.

As part of faculty development, the office provides resources to ensure faculty academic success through education, mentoring, professional and leadership development, advocacy, communication and recognition.

The Office of Faculty Affairs oversees the Office of Mentoring Programs and the Office of Global Health and the Center for Innovative and Lifelong Learning.

K. Rush Mentoring Programs

The Research Mentoring Program was established in 2006 to prepare junior investigators to lead funded translational research programs. The program is open to residents, fellows and all faculty members at Rush University. The program is designed to enable mentees to:

1. Develop testable, health-related research questions
2. Develop novel and fundable methods to study complex biomedical and behavioral health problems
3. Work collaboratively on interdisciplinary research teams that include basic, clinical and community-based population scientists as well as experts in biomedical informatics
4. Conduct funded original research synthesizing basic and clinical science specific to the research topic
5. Develop a funded, sustainable program of translational research that will directly improve the health of the nation
6. Facilitate dissemination of scientific knowledge

[Research Mentoring Program](#)

The Rush Research Mentoring Program (RRMP) has two translational research tracks: clinical research (outcomes, behavioral interventions, decision-making, communication, patient safety, and population-based), and laboratory research. More than 70 senior faculty members with research, teaching, and clinical expertise serve as mentors. A wide range of resources are available, including statistical support, professional grant-writing and manuscript-editing, graphics/presentation consulting, and an online research training course to prepare junior faculty to become independent investigators. The program also offers regular workshops and seminars in a variety of areas, such as identifying funding sources, grantsmanship and writing skills, statistics and databases, and career development. The mentees in the program are

eligible for applying for the Cohn Fellowship, a pilot grant mechanism to support career development of promising young investigators.

Faculty members interested in joining the Research Mentoring Program are required to have at least 20 percent protected research time from their departments. Each mentee must also agree to dedicate an additional 20 percent effort and work very closely with a senior mentor. Each mentee's entry into the program depends upon program leaders identifying an appropriate mentor match.

[Educational Mentoring Program](#)

The Rush Educational Mentoring Program (REMP) provides experienced and dedicated mentorship for educators and educational scholars who engage in educational scholarly activities in support of Rush University's mission. It offers a comprehensive range of resources designed to strengthen the educator's teaching portfolio and/or to support educational scholarship. The program has two tracks: an education track focused on teaching and learning and an educational scholars' track focused on conducting educational research, publishing, and acquiring funding.

Mentees who wish to join the REMP should be nominated by their department and be currently involved or plan to be in education and/or educational research. They should notify the Office of Mentoring Programs and information about the next REMP Group meeting will be provided.

[Postdoctoral Mentoring Program](#)

Rush Postdoctoral Society (RPS) was founded in 2013 in order to provide support to postdoctoral fellows in their independent career development and to facilitate community building for postdocs at Rush University. RPS is the representative for the National Postdoctoral Association (NPA) at Rush University.

[Women Mentoring Program](#)

The objective of the Rush Women Mentoring Program (RWMP) is to create and sustain a comprehensive environment that facilitates women faculty members' pursuit of specific career and professional development goals at Rush University. This program:

- Fosters interpersonal and interprofessional networking
- Builds a sense of community among women faculty members
- Supports a culture conducive to interprofessional collaboration and partnership
- Assists women faculty in their promotion through academic ranks and into leadership positions
- Increases visibility of women faculty and their successes within the Rush community
- Facilitates development of policies and concrete tools to promote work flexibility and work/life balance among women faculty

L. Center for Innovative & Lifelong Learning - Interprofessional Continuing Education

The [Center for Innovative & Lifelong Learning \(CILL\)](#) provides innovative, cutting-edge, research-based, and expert-driven continuing education. Our programs are designed to transform the healthcare and beyond workforce through creating and delivering state-of-the-art, interprofessional clinical continuing education, faculty, and leadership development programs. The majority of CILL's clinical, professional development, and leadership programs offer continuing education credits for clinical participants to maintain professional licensure.

Interprofessional Clinical Continuing Education

[Interprofessional Clinical Continuing Education](#) is an integral part of Rush's commitment to provide the highest quality learning activities that lead to excellence in patient care. CILL oversees all accredited continuing education at Rush and works with Rush's faculty and clinicians to develop and deliver accredited profession-specific continuing education in all of the following areas: medicine, nursing, nutrition, occupational therapy, pharmacy, physical therapy, psychology, respiratory therapy, social work, and speech-audiology. Rush is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC). Accreditation by other disciplines and/or specialties can be obtained with CILL's assistance.

Whether developing a profession-specific CE event or an interprofessional event, multiple steps are required for accredited CE. CILL has processes and staff in place to assist faculty organizers in completing the process and offering CE credit for Rush employees and/or for learners from other institutions. Here is an overview of the process at Rush:

- Identify learning need(s) -- The learning needs of your audience are dependent upon your identification of gaps in practice
- Visit CILL clinical CE web page for training materials (optional) -- <https://www.rushu.rush.edu/education-and-training/interprofessional-continuingeducation/tutorials>
- Contact CILL clinical CE team -- Telephone: (312) 942-7119; email: CE_office@rush.edu
- Complete application materials, including Conflict of Interest Disclosure forms, and submit to CILL -- <https://www.rushu.rush.edu/education-andtraining/interprofessional-continuing-education/application-materials>
- CILL reviews application materials and assesses for compliance – allow ten days for review
- CILL qualifies the material for appropriate forms of CE – you cannot advertise credit until it is formally approved
- At minimum, CILL assists in managing commercial support and assessing learning outcomes – also available is an online registration site, and assistance in applying for grant funding

- After completion of the CE event, CILL issues credit and archives it for all participants --
<https://cmetracker.net/RUSH/Publisher?page=pubOpen#/getCertificate>

If you would like to develop an accredited course in any or all of these professions, contact Center for Innovative & Lifelong Learning, Rush University, 600 S. Paulina, Ste 1044, Chicago, Illinois 60612. Telephone: (312) 942-7119; email: CE_office@rush.edu)

Interprofessional Leadership Development

CILL offers CE-eligible, research-based, cutting-edge, and impactful Leadership Development programs for established and developing leaders. Our programs are designed to meet the needs of clinical, non-clinical, and administrative healthcare leaders and are offered throughout the year to accommodate busy schedules. Established and developing leaders will grow their skills through a variety of offerings and custom training solutions, including micro-learning videos, webinars, retreats, and longer programs.

Learn more about upcoming programs: <https://rushu.rush.edu/CILL>

Sign up to be informed about upcoming programs and free events: https://rushedu-auvic.formstack.com/forms/join_our_mailing_list

Contact CILL for custom training solutions: RushCILL@rush.edu

M. Office of Institutional Effectiveness

The [Office of Institutional Effectiveness](#) (OIE) serves Rush University by providing leadership and support in the areas of institutional research, accreditation, academic planning, assessment, and regulatory mandates.

The OIE fulfills its mission in the following ways:

- Provides comprehensive information to support institutional planning, policy formation, decision-making and evaluation of effectiveness
- Coordinates responses to external accountability mandates and a wide range of internal and external requests for information and data about the University
- Provides guidance and coordination support for campus-wide and unit-level assessment of academic programs and administrative processes to support the university's quality improvement efforts
- Guides and facilitates the process of reaffirmation of accreditation and substantive change reporting
- Provides evidence of institutional effectiveness

Visit the webpage for contact information of the OIE team.