

Lewis-Clark STATE COLLEGE

DIVISION OF NURSING & HEALTH SCIENCES

FACULTY/STAFF HANDBOOK*



2011

****Faculty is responsible for all information in this handbook and the current year NHS Student Handbook & NHS Pre-Program Information & Policies.***

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TABLE OF CONTENTS

Introduction	1
Overview and History of the Division of Nursing & Health Sciences.....	1
BSN Program	2
Radiography Programs	3
AAS (Practical Nursing) Program.....	3
New Building	3
Mission Statements and Philosophies	4
NHS.....	4
BSN Program	4
Mission	4
BSN Expected Program Outcomes.....	4
BSN Philosophy	4
Radiography Programs	6
Mission	6
Philosophy.....	7
AAS (Practical Nursing) Program.....	7
Mission	7
Philosophy.....	7
Organization.....	8
Position Descriptions.....	9
Division Chairperson	10
Faculty Member	12
Lead Faculty.....	15
Assistant to the Chair	16
Directors/Coordinators	18
Radiography Director	18
Radiography Clinical Coordinator	20
Program/Track Coordinator (for 2011, BSN Leadership Committee replaces BSN Coordinators)	21
Clinical Resource Center Coordinator	23
Administrative Assistant 1.....	24
Job Description.....	26
Evaluation.....	26
Merit.....	26
NHS Bylaws.....	27
Faculty Tenure and Promotion	32
PROMOTION.....	32
Criteria for Promotion.....	32
TENURE.....	39

Criteria for Tenure.....	39
Assignments and Performance Evaluations, Faculty and Staff.....	44
Faculty Outcomes.....	44
Assessment.....	44
Policies.....	44
Site Dress Code for Clinical Faculty	44
Remediation Policy & Procedure	44
Health Care Requirements/Records, Faculty.....	46
Professional Licensure.....	46
Office Hours	46
Rules of confidentiality	46
Travel, Faculty and Staff.....	47
Criteria for selection of clinical facilities	53
Authorization to Release Student Information.....	53
Student Grade Appeal.....	54
Student Course Evaluations (SCEs)	55
Orientation.....	56
Bibliography/ References.....	59
Appendix	60
Faculty Health Care Records Checklist.....	61
Travel Memorandum	62
NHS Syllabus Requirements & Template	63
LCSC Security & Confidentiality Statement.....	67

**LEWIS-CLARK STATE COLLEGE
DIVISION OF NURSING & HEALTH SCIENCES
FACULTY/STAFF HANDBOOK**

Introduction

The Lewis-Clark State College (LCSC) Division of Nursing & Health Sciences (NHS) Faculty/Staff Handbook is designed to assist faculty with policies and procedures pertinent to their assignment within the division. This handbook should be used in conjunction with the current editions of the Lewis-Clark State College Faculty-Staff Handbook/Policy Manual; the NHS Student Handbook; the NHS Pre-Program Student Handbook, and the Idaho Rules and Regulations for Nursing Practice.

Overview and History of the Division of Nursing & Health Sciences

LCSC, a regional state college, was established by the Idaho State Legislature in 1893. The instructional programs of the college are designed to promote its role and Mission by offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy, and other educational programs designed to meet the needs of Idahoans. The College gives continuing emphasis to select programs offered on and off campus at nontraditional times, and serving a highly diverse student body. The College has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1964. The last comprehensive visit (five- year reaccreditation review) occurred in October of 2009 with positive results. For several years LCSC has been honored by *U. S. News & World Report* rankings as one of the top comprehensive bachelor's degree-offering public colleges in the West, including being ranked No. 1 in recent years.

LCSC's Mission includes Nursing as one of its primary emphasis areas. Since the early 1900s, nursing in the Lewiston-Clarkston Valley has been grounded in deep historical roots and received sustained support from its community of interest. In 1919, the second Registered Nurse (RN) training program in Idaho was established at St. Joseph Hospital in Lewiston. Through the dedicated efforts of Sister Xavier of the Sisters of St. Joseph of Peace, a contract was negotiated for nursing students at the hospital school to take courses in Chemistry, Child Care and Dietetics through North Idaho College of Education (NICE, currently LCSC). This collaborative arrangement continued until 1952 when the Idaho State Legislature decided to close Northern Idaho College of Education due to concerns about enrollment and funding following the Korean War. During World War II, the Bolton Act brought cadet nurses to Lewiston Normal (currently LCSC) in 1943 (Peterson, pp. 118-119).

The effect of closing NICE in 1951 (Peterson, p. 154) and the loss of the diploma program at St. Joseph Hospital was devastating to the Lewiston-Clarkston Valley in the face of a growing nurse shortage in the state. NICE was reopened in 1955 as Lewis-Clark Normal School (Peterson, p. 173). Nursing advocates such as Dorothy Smylie, chair of the central district of the Idaho Nurses Association and the sister of Idaho Governor Robert Smiley, rallied in support of a nursing education program for north Idaho. In her words, "Idaho is a debtor state in preparation of professional nurses to meet the needs of patient care . . ." (Peterson, p. 223).

In 1957, Dorothy Smylie proposed and campaigned at length for a four-year nursing program that would utilize Lewis-Clark Normal School (currently LCSC) and the clinical facilities at St. Joseph Hospital. Amid an unreceptive political atmosphere, the District Four Idaho Nurses' Association and other community

leaders pressed the state legislature for a nurse training program. Doctors and regional legislators supported this proposal.

As nurse shortages continued and the possibility of a deterioration in health care loomed, in 1963, Sister Helen Francis, supervisor of nurses at St. Joseph Hospital and Chair of the Nursing Educational Facilities Committee, warned of potential loss of hundreds of thousands of dollars to hospitals due to an undersupply of trained nurses. Local hospital administrators and members of the Idaho Medical Association heard the message and joined in the lobby for a registered nurse training program. Even Governor Smylie (in his State of the State address) pressured the legislature for the training program. Sister Frances continued to compute data, survey elected officials, and conduct community discussions of the need for the nursing program.

Despite the persistent, dedicated and comprehensive support and lobbying efforts of strong nurse leaders such as Smylie, Sister Frances, and Grace Smith, a public health nurse from Potlatch, Idaho, the state legislature continued to refuse to fund a nursing program at Lewis-Clark. Residents of the region reacted by voicing more support for the program and local doctors fundraising campaign the public and ignored the support offered by residents of northern Idaho.

In 1965, pressured by Nez Perce county legislators and the SBOE, the legislature increased the overall budget for Lewis-Clark to implement a four-year nursing program but did not appropriate funds specifically for this program (Peterson, p. 226). Funds had to be found from internal resources to develop a nursing program. Because there were insufficient funds to develop a four-year baccalaureate nursing program, Grace Smith, the first director of the new nursing program, had the immense challenge of developing a much shorter curriculum and recruiting students for a two-year rather than a four-year RN program.

From its inception in 1966, the two-year nursing program (Associate of Science Degree) was successful (Peterson, p. 227). It was accredited by the National League for Nursing in 1970 (Peterson, p. 266). However, it was not until much later that the initial dream of a four-year BSN at LCSC would be realized; at that time, the AS Degree was phased out and retired.

BSN Program

With the support from all elements of the community of interest, the nursing program at LCSC continued its growth and evolution. In 1974, the State Board of Education (SBOE) suggested that LCSC conduct a feasibility study to determine the need for a baccalaureate completion program for registered nurses. Results of a study of stakeholders indicated strong support from the Idaho Commission on Nursing and Nursing Education (ICNNE) and a high degree of interest in and need for baccalaureate level nursing education in northern Idaho. As a result of the ICNNE's recommendations and in collaboration with the State Board of Nursing (SBON), a plan was initiated to request SBOE approval for a baccalaureate completion program for RNs. Although approved in 1977, implementation of the Bachelor of Science in Nursing (BSN) Program was delayed by a request from the State Curriculum Committee. The SBOE later granted funds in 1979 to establish the baccalaureate completion program and the first students graduated from the RN to BSN track in 1982.

In accordance with LCSC's role and mission and recognizing the need for greater access to baccalaureate-level nursing education in northern Idaho for the rurally place-bound nurse, LCSC established a BSN outreach site in *Coeur d'Alene*, Idaho, in 1987. Initially faculty from Lewiston traveled to *Coeur d'Alene* to recruit and advise students. In fall of 1989, a nurse faculty member was hired for on-site recruitment and advisement and to teach selected classes.

In 1994, to better prepare nurses to meet societal trends and address health care reform, the faculty voted to discontinue the AS (Nursing) Program and initiate a four-year baccalaureate program with

a generic track and a completion track for RNs. The decision was based on a comprehensive study of health care trends and an analysis of workforce training needs. The community of interest in the region was surveyed over a two-year period of time. It was clear that changes in the role, setting, and knowledge base of nurses mandated a transformation of nursing education. The A.S. program formally closed in the Spring of 1996.

Forty years after the initial proposal by nurse leaders Dorothy Smylie, Sister Helen Frances, and Grace Smith, northern Idaho finally realized a four-year nursing degree. The Bachelor of Science in Nursing (BSN) Program admitted students in 1979. Fall 1995 marked the first year of the generic Bachelor of Science in Nursing (BSN) Program with an RN track. The first graduates of this new program included 31 basic students and 11 RN students. The BSN Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE is officially recognized by the U. S. Secretary of Education as a national accreditation agency; it is an autonomous accrediting agency that contributes to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate and graduate education programs preparing effective nurses. The Program is also approved by the Idaho Board of Nursing.

A large portion of BSN graduates have remained in the northern Idaho region to meet the demand for highly skilled and well-educated nurses. However, LCSC graduates were also employed in other countries. Many graduates assumed leadership positions in hospitals, long-term care facilities, or community health agencies; and a number went on to complete graduate school programs. Through their service as professionals or their expertise as advanced practice nurses, these graduates "give back" to a region that has demonstrated a long and persistent history characterized by a strong commitment to quality nursing education.

Radiography Programs

In response to an increased community need for Radiologic Technologists (Rad. Tech.), the Division of Nursing expanded its offerings to include the Radiography. In the fall of 2002, the Radiographic Science Program, Associate of Science (AS Degree), was launched. Demand remains robust for this major and Rad. Tech. graduates have been highly successful. The division revised its name to Division of Nursing & Health Sciences in order to include the wider breadth of program offerings. Local hospitals have provided financial support to these programs.

In response to a community need to prepare Radiology Technicians with expertise in more advanced technologies, the B.S. in Medical Diagnostic Imaging (MDI) was approved to begin in the fall of 2008. The track currently offered is Computed Tomography (CT; MRI on hold as no credentialed faculty to teach). Radiography Programs follow the Joint Review Committee on Education in Radiologic Technology (JRCERT) guidelines.

AAS (Practical Nursing) Program

In response to what was identified as a community need for increased numbers of LPN's to staff long term care positions in the region, NHS expanded its offerings to include a Practical Nursing (PN) Program, Associate of Applied Science (AAS Degree). The first cohort of students was admitted in January of 2004. In 2006, the PN Program received full approval by the Idaho State Board of Nursing, granted for a period of eight years.

New Building

Facilities planning in Fall 2004 included a future state-of-the-art Nursing and Health Sciences. It was clear that NHS had outgrown the current outdated space. There was not sufficient faculty office space and

only a few classrooms on campus that would accommodate 48 students. A new building was approved by the State of Idaho. Construction was completed just in time for the fall semester in 2009. On August 28, 2009 Lewis-Clark State College celebrated the dedication of the new Sacajawea Hall. The new facility has enabled the Division of Nursing & Health Sciences to expand its technology and teaching capabilities.

Mission Statements and Philosophies

NHS

The NHS, under the *aegis* of Academic Programs, adopted the following Mission statement (Fall 2005): In concert with LCSC, the Division of Nursing and Health Sciences exists to facilitate development of outstanding healthcare providers committed to excellence in the delivery and management of patient centered care.

NHS focus is primarily on high-quality teaching, but also valued are collegiality, scholarly activity/professional development, and community service. Majors (Bachelor of Science in Nursing; Bachelor of Arts/Science in Medical Diagnostic Imaging, Associate of Science, Radiographic Science; Associate of Applied Science, Practical Nursing) are grounded in the principles of: nurse caring for nursing, and in professional imaging care for radiography. The RN to BSN Track is available via Lewiston and Coeur d'Alene (CDA), in an online only format beginning Fall 2010.

BSN Program

Mission

To strengthen the health and wellbeing of the people of our communities by preparing students as professional nurses who engage in critical reasoning and creative thinking to design, provide, and coordinate exceptional nursing care in a dynamic healthcare environment.

This Mission statement is consistent with LCSC and NHS Mission statements. This Mission also remains consistent with professional nursing standards and guidelines for the preparation of nursing professionals. Published policies of the College and those of the BSN Program remain congruent with and support the Mission expected program and student outcomes.

BSN Expected Program Outcomes

1. Graduates well prepared for entry level professional nursing practice
2. Graduates who develop, implement, and evaluate evidence-based care rooted in ethical, legal, and professional values and standards.
3. Graduates who are satisfied with their educational experience at LCSC.
4. Graduates who reflect the rich diversity of those we serve.
5. Graduates whose values and behaviors demonstrate respect for human.
6. Graduates committed to continued professional growth.
7. Graduates who advocate for patients and the nursing profession.

BSN Philosophy

The faculty of the Baccalaureate of Science in Nursing (BSN) program, in support of the mission of Lewis-Clark State College, the Division of Nursing and Health Sciences and the BSN program, is committed to providing an outstanding undergraduate education for the preparation of professional nurses. The

philosophy of the BSN program reflects the beliefs of the faculty and is based on the **synergy of three concepts**:

- **The Science of Nursing**
- **The Art of Nursing**
- **The Teaching/Learning Environment**

Synergy is the working together of two or more parts when the result is greater than the sum of their individual effects or capabilities.

We believe the Art of Nursing and the Science of Nursing are synergistic and within the teaching learning environment provide the philosophical basis for the BSN program.

We believe the BSN prepared graduate professional nurse is prepared to meet the challenges of an ever-changing healthcare environment, assuming leadership roles in the profession, advocating on behalf of clients and participating in the political processes impacting healthcare and the profession of nursing.

Science of Nursing

We believe that the **nursing process** is the scientific methodology whereby nurses plan interventions. It is the critical process of the science of nursing, a deliberate problem-solving approach to meeting people's health care and nursing needs.

We believe that **critical thinking and evidenced based practice and research** are the foundations from which clinical reasoning and clinical judgment arise.

We believe that understanding the complexity of human needs requires extensive knowledge and integration of the **life and social sciences**.

Art of Nursing

We believe that **Caring Practices along with the American Nurses Association Code of Ethics** creates a compassionate, supportive, and therapeutic environment for patients, family members, communities and colleagues with the aim of promoting comfort and healing and preventing unnecessary suffering.

We believe the **7 C's** of Caring define understanding of the caring concept for the nurse and the client.

- **Commitment** – Commitment to relationship is essential to caring. Nursing is a mutual interactive process producing an experience where both the client and nurse benefit.
- **Compassion** – Compassion means having an understanding of and being sensitive to situations and needs, understanding an experience from another's perspective.
- **Confidence** – Encourages trust, truth, and respect without fear or conditions.
- **Competence** – Combining judgment and skills with knowledge and experience to best serve the client.

- Conscience –A process of valuing self and others. Conscience encompasses the principles of humanistic nursing care and the American Nurses Association Code of Ethics.
- Collaboration – working with others in a way that promotes/encourages each person’s contributions toward achieving optimal/realistic patient/family goals. Involves inter-disciplinary work with colleagues and community.
- Cultural Sensitivity - to recognize, appreciate and incorporate differences into the provision of care. Differences may include, but are not limited to, cultural differences, spiritual beliefs, gender, race, ethnicity, lifestyle, socioeconomic status, age, and values.

Teaching/Learning Environment

We believe in providing an environment that requires the student to be actively involved and to take responsibility for their learning.

We believe in and strive to create an interactive teaching-learning environment which embraces various teaching methods and modalities and takes into account student learning preferences.

We believe the faculty develops curriculum that facilitates learning that is responsive to the changing health care environment.

We believe that paramount to the curriculum are the AACN Professional Roles of Provider of Care, Designer/Manager/Coordinator of Care and Member of the Profession.

We believe in providing a safe environment that facilitates open communication where experiential learning is encouraged.

We believe that adult learning principles guide the curriculum. Students are encouraged to extend and refine previous knowledge and experiences to examine the complex meaning of nursing phenomena. We believe that professional collegial relationships between faculty and students are essential.

We believe in fostering students’ intellectual curiosity and a commitment to lifelong learning.

We believe that the faculty’s teaching expertise, personal scholarship, professionalism and clinical excellence provides students with the tools to develop an expert level of practice as professional nurses.

Radiography Programs

Mission

The mission of the radiographic science program at Lewis-Clark State College is to provide a high quality education in medical radiography in order to produce competent practitioners in the field of diagnostic imaging with a high degree of professional responsibility, advancement and leadership potential in the profession.

Philosophy

The philosophy of the Division of Nursing and Health Sciences and the Radiographic Science Program at LCSC is based on the synthesis of two concepts: The provision of appropriate care and the enhancement of professional education in the academic and clinical arenas, respectively.

Appropriate Care:/Program Outcomes

The radiographic program faculty believes that the provision of appropriate care as ordered by a licensed medical professional is the underlying foundation that will lead to disease treatment and enhanced patient care. From this perspective, the program outcomes of diagnostic imaging competence, critical thinking abilities, professional radiography role development, communication abilities, and the application of knowledge of human diversity are derived and realized by each program graduate.

Radiographic Science Education

The radiographic science program faculty view education as a dynamic process of teaching and learning. Learning is a continuous, life-long process of formal and informal, planned and unplanned, structured and intuitive experiences through which knowledge, skills, and values are compared and modified. The ASRT/ARRT Code of Ethics and Professional Conduct provide a framework which explains how the student, through multiple learning experiences, transitions into the role of professional radiographer. The interaction of teaching and learning shape the student's future development and efforts in learning throughout life. Associate degree radiography education provides the foundation for life-long personal and professional growth in the imaging sciences. A broad base of education comprised of courses in the arts, sciences, and humanities, and radiographic science enables students to think critically, empathize with patients, advocate for maximum patient benefit, and appreciate diversity of values, beliefs, abilities and experience among persons. (Adapted from the LCSC BSN Program Philosophy, 2004-2005).

AAS (Practical Nursing) Program

Mission

In accordance with the mission of Lewis-Clark State College, the Practical Nursing Program exists to prepare students to assume entry-level positions as licensed practical nurses. Through a dynamic curriculum, the nursing faculty stimulates a commitment to lifelong learning, challenging students to pursue academic excellence and to provide high quality, nursing care, grounded in the principles of nurse caring.

Philosophy

The philosophy of the Practical Nurse program is based on the synthesis of two concepts: nurse caring and nursing education. Through nurse caring, practical nurses can contribute to the general wellbeing of society.

Nurse Caring

The nursing faculty members believe that nurse caring, with the nursing process and informed caring at the core, is the essence of the nurse-client relationship (Swanson, 1991, 1993). From this overarching construct, the program outcomes of therapeutic nursing interventions, critical thinking abilities,

professional and practical nurse role development, communication abilities, and application of knowledge of human diversity are derived.

Practical nursing is an evolving discipline of art and science that contributes to the health assessment of individuals and families and is responsive to changes in health care technology and delivery. A vital role of practical nursing is to enhance the well-being of individuals, families and groups in structured settings.

Under the direction of and in collaboration with the registered nurse, physician, or dentist the practical nurse provides care for clients, families and groups in a variety of structured settings with goals of health promotion, maintenance, restoration or palliation.

Practical nurses are integral and valued members of the health care team. They collaborate with team members in caring for and facilitating client empowerment and decision making.

The Practical Nurse is prepared to participate, under supervision, with clients, their families and/or support systems to identify common, well-defined nursing problems. They assist in nursing interventions with the goal of promoting and maintaining an individual's optimal level of well-being and, when necessary, assisting the individual to prepare for a peaceful death.

Nursing Education in a Caring Model

Nursing education is the caring interactive process of teaching and learning. The faculty view education as a dynamic process of teaching and learning. The Nurse Caring Model provides a framework which explains how the student, through multiple learning experiences, transitions into the role of professional practical nurse. Defining standards and evaluating terminal outcomes are responsibilities of the teacher. The goal of teaching is to facilitate learning and it involves the assessment of learner needs and goals, the delineation of the body of knowledge to be transmitted, the utilization of structured and informal learning experiences, and the provision of support and challenge. The faculty members serve as role models and managers of the learning environment, facilitating open inquiry and guiding students to become active participants in the learning process. The interaction of teaching and learning shape the student's future development and efforts in learning throughout life.

Practical Nursing Education

Learning is life-long and is facilitated by a learning environment that is learner focused and fosters caring, empathy, critical thinking and creativity. Learning is a unique experience for each learner and is influenced by interests, values, life experiences, and readiness to learn.

Learning is the responsibility of the learner. Learners possess prior knowledge that has value and relevance to build nursing knowledge. Prior experiences and learning fosters a commitment to life-long learning. Creating an environment conducive to learning is a shared responsibility of the teacher and learner.

Organization

The Fall 2004 NHS UAP (Unit Action Plan) provided a reorganization/ restructuring plan with FTE savings (it was approved by the Provost). This reorganization/ restructuring was partially implemented in the spring of FEY and fully implemented in FEY. Updates have occurred and are reflected in the current organizational charts and committee structure/ functions in the Appendix.

Position Descriptions

Following are positions descriptions for various positions within NHS. The position description is used in conjunction with the college Job Description and division and college promotion and tenure criteria, in determining a faculty member's duties and responsibilities.

Division Chairperson

The Division Chair is an administrative officer of the College who serves as the Chief Executive officer of an academic or technical instructional unit populated by faculty and staff. He or she is responsible for all aspects of operation of the unit and serves as the primary spokesperson for the unit. The Chair serves as a member of the Dean's administrative team. In the academic areas he or she is generally also a member of the faculty. The division chairperson is expected to provide leadership within the division and the College. It is expected that the division chairperson performs his or her duties in the spirit of cooperation with the division faculty. The duties of the position should be performed in a timely manner in consultation with the Dean and in concert with Idaho State Board of Education and institutional policies. The length of the contract for the position and the amount of teaching is negotiated with the Dean based upon the size of the division and activities within the division. Primary duties for all Division Chairs include the following and other duties as assigned.

Administrative Relationships

- Represent the division and its programs with appropriate groups.
- Keep the Dean informed of matters of importance to the division and work with the Dean to achieve the division's goals.
- Work with other College units to ensure appropriate and high quality programming in our outreach efforts.
- Work with other division chairpersons to ensure appropriate and high quality programming.

Budgets and Resources

- Manage the budgets and business of the division.

General Administration

- Prepare course offerings and schedules.
- Prepare required reports including those for regional and specialized accreditation bodies in consultation with the Dean.
- Conduct program review, assessment and strategic planning processes.
- Resolve student problems.
- Resolve faculty and staff problems.

Leadership

- Keep the division informed on matters of importance.
- Conduct meetings of division faculty and establish division committees.
- Provide leadership in achieving institutional goals and addressing institutional needs and priorities.

Program Development and Management

- Provide leadership within the division including developing program plans, coordinating activities and maintaining high quality performance in teaching and scholarly activities.

Personnel

- Conduct performance evaluations as required by college policies.
- Hire, orient, train and supervise staff.
- Orient, mentor and evaluate full-time and part-time faculty.
- Recommend to the Dean appointments, promotions, tenure, sabbatical, salary adjustments, leaves of absence, dismissals or other matters affecting personnel of the division.
- Conduct performance evaluations as required by college policies.

Policy Administration

- Develop and maintain program and divisional policies.

Teaching and Advising

- Teach courses and advise students within the division as appropriate.

Faculty Member

Organizational Relationships:

The faculty member reports and is responsible to the Division Chairperson. The scope and nature of responsibilities are negotiated with the Division Chairperson on an annual basis. Evaluation occurs annually and is based on Division Chairperson and peer observations in classroom and clinical sites, student course evaluations (SCEs), scholarly activity and service.

Responsibilities:

The faculty member is committed to fulfill the role and mission and institutional goals of Lewis-Clark State College and to participate in dynamic institutional changes projected into the 21st century. The faculty member's most important duty is to deliver high quality instruction and advising/mentoring to students of the College. The faculty member also actively strives and works to develop effective, high quality programs that exert positive impact upon students, colleagues, related professions, professional constituencies and the greater society. The faculty member supports the philosophies and procedures of the Division and College, implements the supporting policies and procedures, and strives to maintain constructive professional relationships with students, peers, administrators and the larger community.

To realize these commitments and meet the demands of educating effective citizens for an increasingly complex society, the faculty member engages in a systematic, active, continuous program of personal and professional growth and development. Thus, the faculty member a) positively impacts students' knowledge, skills, values and future actions in citizenship and professional endeavors, b) ensures the quality of College programs in service to students and the greater society, c) becomes progressively more capable and productive in professional roles, d) positively impacts him/herself, the respective professions, constituencies of the College and quality of life in the region, and e) serves positive humane interests by influencing the emergence of globally aware, socially responsible, and diversity-sensitive graduates.

The faculty member reports and is responsible to the Division Chair. The scope and nature of responsibilities are negotiated with the Division Chair on an annual basis. Evaluation occurs annually and is based on Division Chair and peer observations in classroom and clinical sites and student reactions to instruction.

Specific Duties:

Teaching

- Teach a range of undergraduate courses as assigned by Division Chair.
- Assume responsibility for preparing, organizing and evaluating instruction in assigned courses.
- Assume responsibility for appropriate Special Topics courses as necessary.
- Utilize alternative instructional methods to deliver courses when appropriate, *e.g.*, Web-based instruction, interactive video conferencing (VIC).
- Maintain up-to-date records and grades for all assigned students.
- Maintain satisfactory ratings on student, peer, and Chair evaluations of instruction.

- Remain knowledgeable of current developments in areas of teaching responsibility through text review, surveys of the professional literature and professional contacts, and make appropriate adjustments in course content.

Curriculum Research and Program Development

- Participate effectively in all scheduled meetings of the Division and assigned subcommittees.
- Regularly review and contribute to improvements in content and structure of degree programs.
- Investigate and implement, when appropriate, new technologies for the delivery of academic programs.
- Develop new and/or "alternative delivery" academic programs that will enhance the Division's mission.
- Participate actively in short and long range planning for the Division and College and also in progress reporting procedures.
- Assist in identifying short- and long-term equipment, supply and resource needs.

Governance

- Attend and participate in all assigned Division and College faculty meetings.
- With the concurrence of the Division Chair, serve on promotion, tenure, Division and College-wide committees, acting as an effective liaison between such committees and the Division.
- Keep scheduled on-campus office hours weekly. Communicate to advisees how appointments may be scheduled.
- Become familiar with and abide by College policies and procedures, actively seeking clarification should procedures seem ambiguous and/or inconsistent.

Student Recruitment, Advisement, Retention and Placement

- Participate in divisional and College recruitment, advising and retention activities.
- Effectively advise prospective/ assigned students congruently with College, Division and program policies and procedures.
- Keep Chair and colleagues apprised of student progress.
- Recommend students to the Chair for graduation.

Scholarship and Professional Development

- Maintain professional skills and knowledge in areas of specialization and teaching assignments.
- Engage in ongoing professional development activities including conferences, workshops, and coursework.
- Contribute to the profession through research, paper presentation, consultation and publication in refereed journals.
- Be available as a resource to campus and community-based organizations, service constituencies, governmental units and interest groups.

Community Service

- Represent the Division at college and community events as requested.
- Provide presentations or consultations to community groups.
- Actively pursue ongoing community involvement to contribute to quality of life in the region.

Other Assigned Duties

- Consistently support the philosophy and programs of the Division and College.

- Meet all deadlines for syllabi, vitae, promotion/ tenure documents, book orders, student reactions to instruction, contract return and other recurring institutional operating demands.
- Return phone calls/ emails and respond to written student, colleague and community queries in most timely fashion possible.
- Strictly adhere to, enforce and improve quality-related indicators of program, Division and College operations.
- Serve as liaison/mentor to appropriate faculty.
- Assist in the evaluation of adjunct faculty when requested.
- Other specific duties as assigned.
- Adhere to College policies as defined in the Faculty-Staff Handbook.
- Promote and maintain collegial relationships with college and division peers, staff, and administration.
- Promote and maintain professional and ethical relationships with students, supporting agencies, and community healthcare services.

Lead Faculty

NHS Service. The Division Chair will assign a Lead Faculty for all team taught theory and clinical courses.

Responsibilities:

1. Teaching Equipment, Supplies, and Media/ Software:
 - a. Determine assigned course needs for equipment, supplies, and clinical activities.
 - b. Collaborate with course team and Clinical Resource Center Coordinator regarding supplies, storage, media, and scheduling of CRC for assigned course activities.
 - c. Submit to Division Chair requests (with justifications) for capital and operating expense items.
2. Curriculum:
 - a. Oversee development of and updates for assigned course syllabus and ensure most current version is electronically available to the Administrative Assistant I (for record-keeping).
 - b. Assist appropriate division administration (Director/Coordinator, Assistant to the Chair, Division Chair) to coordinate full- and part-time faculty needed for assigned course (*e.g.*, suggest potential adjunct faculty).
 - c. Assist appropriate division director/coordinator to identify assessment issues/ questions related to assigned course.
 - e. Clinical courses
 - Coordinate student clinical rotations, taking into account agency, faculty & student needs.
 - Recommend new clinical site contracts as needed.
 - Assist appropriate division Director/Coordinator to conduct an ongoing review of current clinical sites and educational activities for their validity and adequacy to meet course/program objectives.
 - Assist appropriate division Director/Coordinator to coordinate clinical assignments and rotations with like local/ regional programs.
3. Student Progress:
 - a. Facilitate students seeking to challenge assigned course.
 - b. Keep appropriate division Director/Coordinator informed of all issues of concern related to student conduct and/or classroom/ clinical performance.
 - c. Assist to establish developmental plan/ learning contract with student demonstrating unsafe and/ or unprofessional conduct, and individualized related learning activities and/or student appeals as needed.
6. Maintains open communication with team and calls informal team meetings when needed.
7. Attend meetings with appropriate division administration (Director/Coordinator, Assistant to the Chair, Division Chair) when requested.
8. Perform other duties as assigned and/ or mutually agreed to by the Lead Faculty, appropriate division Director/Coordinator, Assistant to the Chair, and Division Chair.

Assistant to the Chair

Required qualifications:

Master's degree in nursing and earned doctorate in nursing or related field; teaching experience in nursing at the baccalaureate level; demonstration of scholarly activities/ research; strong interpersonal and organizational skills; licensed to practice professional nursing in Idaho and Washington; experience in leadership/ administration roles; interest in grantsmanship and interdisciplinary health sciences; interest in assessment and accreditation processes.

Preferred qualifications:

Academic preparation in administration and/or curriculum/ instruction; teaching experience with RN to BSN students; demonstration of ability to develop innovative strategies; national certification in a nursing specialty; leadership/ administration experience in academic nursing/ health sciences programs and/or in nursing practice; experience in grantsmanship and with interdisciplinary health sciences; experience with assessment and accreditation processes.

Organizational Relationships:

The Assistant to the Chair (AC) is appointed by and reports to the Division of Nursing & Health Sciences (NHS) Chair. The scope and nature of responsibilities and reassigned time are negotiated with the Chair on an annual basis. Evaluation for the administrative role occurs annually in conjunction with evaluation of the faculty role.

Responsibilities:

The purpose of this role is to assist the NHS Chair to coordinate the various activities of the NHS and to facilitate assessment processes within the Division. The Assistant to the Chair also fulfills the responsibilities and specific duties of Faculty Member as designated in this handbook. Responsibilities as AC generally require reassigned time over the academic year and a 10th month appointment for activities that occur outside of the usual 9-month appointment work days.

Specific Duties (in addition to those of Faculty Member):

- Assists the Chair in Division planning, organizing, directing, and controlling functions of the programs and division.
- Serves as Acting Chair in the absence of the Chair.
- Assists the Chair with the development and evaluation of curricula such to maintain the quality and integrity of the academic programs, including serving as chair of Program Committee.
- Assists the Chair with the academic advising processes.
- Assists the Chair with the recruitment, orientation and development of faculty and administrative staff.
- Assists the Chair in visioning and future planning.
- Serves as lead in accreditation processes for all programs.
- Assists the Chair in seeking external sources of funding for special needs.
- Collaborates with individuals and groups inside and outside of the Division for the purpose of achieving organization goals and objectives, such as advisory boards.
- Other duties as assigned by NHS Chair.
- Serves as NHS Assessment Director.
 - Works with Program Track Coordinators and Radiography Director to set annual Calendar of

Assessment Activities.

- Works with the College Office of Institutional Planning, Research & Assessment to maintain student databases.
- Assesses and recommends assessment tools reflective of outcomes for each program.
- Coordinates and ensures the collection of appropriate assessment data.
- Analyzes, correlates, interprets, disseminates, and reports assessment findings (College, NHS, IBON, CCNE, NLN, ARRT) as appropriate.
- Coordinates admission and outcomes testing (e.g., NET, HOBET, HESI).
- Works with all programs to integrate and revise programs based on assessment data.
- Assists faculty in selecting appropriate indicators and benchmarks for NHS outcomes.
- Tracks student admission, progression, and attrition.
- Tracks and reports faculty outcome data.
- Represents NHS at college-wide assessment and accreditation activities.
- Links Program Systematic Plans for Assessment/Evaluation with that of the College.
- Mentors faculty to understand assessment data and continuous quality improvement efforts; raises questions related to interpretation of the data.
- Maintains currency of state articulation plan for nursing programs.
- Works with NHS faculty to:
 - Generate outcome data for grant purposes.
 - Identify appropriateness of current internal and external performance assessments and recommend changes.

Annual evaluation will be based on NHS Faculty & Assistant to the Chair position descriptions. Based on 10 month contract, 22 days will be worked between graduation day and the first day faculty returns to campus in August. Specific dates and duties to be determined with the Division Chair.

Faculty Member: _____ Date: _____

Division Chair: _____ Date: _____

Academic Dean: _____ Date: _____

Directors/Coordinators

Radiography Director

Qualifications:

- Required: Master's degree in radiography or related field; credentialed with ARRT®
- Preferred: Teaching experience in JRCERT accredited undergraduate Radiography program; earned doctorate in radiography or related field [12-month contract].

Organizational Relationships:

The Radiography Director is appointed by and reports to the Division of Nursing & Health Sciences (NHS) Chair. The scope and nature of responsibilities and release time are negotiated with the NHS Chair on an annual basis. Evaluation for the administrative role occurs annually and is based on Division Chair observations and performance of duties listed below.

Responsibilities:

The purpose of this role is to manage the various tasks of the Program. The Program Director also fulfills the responsibilities and specific duties of Faculty Member as designated in this handbook.

Specific Duties (in addition to those of Faculty Member):

1. Provides leadership for program planning and processes.
2. Provides leadership in program curriculum development and ensures congruency with accreditation standards.
3. Participates with Clinical Coordinator to establish student rotation schedules and placement in clinical sites, including initiation and validation of contracts as needed.
4. Participates in establishing program admission criteria and processes.
5. Communicates with Chair/Assistant to the Chair regarding program and student performance and issues.
6. Communicates and plans with other directors and coordinators as needed to meet program and division needs.
7. Works with Chair/Assistant to the Chair to create and maintain time schedule, web page, and college catalog.
8. Participates in Advisory Board meetings. Collaborates with Division Chair/ Assistant to the Chair in determining membership and setting agenda.
9. Collaborates with Assistant to the Chair to establish and measure program and student outcomes and determine appropriate follow-up; assists in the completion of required internal and external reporting.
10. Ensures program policies are maintained and distributed to students.
11. Leads the accreditation process.
12. Conducts annual new student orientation and information sessions.
13. Participates in appropriate regional recruiting activities for new students and retention activities for current students; coordinates development and distribution of appropriate recruitment materials.
14. Serves as lead for program or track advising; coordinates development and distribution of appropriate advising materials.
15. Orients new program faculty to program structure and processes.

- 16. Ensures only those students in compliance with health requirements participate in clinical experiences.
- 17. Facilitates program subcommittee meetings.
- 18. Facilitates Radiation Safety Committee.
- 19. Other duties as assigned by NHS Chair.

Annual evaluation will be based on NHS Faculty & Radiography Director position descriptions.

Faculty Member: _____ Date: _____

Division Chair: _____ Date: _____

Academic Dean: _____ Date: _____

Radiography Clinical Coordinator

Required qualifications:

Bachelor's degree in radiography, credentialed with ARRT®.

Preferred qualifications:

Teaching Experience in undergraduate Radiography program. Master's degree in radiography.

Organizational Relationships:

The Radiography Clinical Coordinator of the Division of Nursing & Health Sciences (NHS) is appointed by and generally reports to the Division Chair. For matters of Radiography clinical standards, reports are also made to the Radiography Director.

Responsibilities:

Responsibilities of the Radiography Clinical Coordinator require a minimal amount of reassigned time for coordinating activities. In addition to the usual faculty teaching/advising, and scholarly/service activities, additional NHS responsibilities include:

- A. Serves as Radiography Clinical Coordinator, including activities that are congruent with JRCERT standards.
- B. Works closely with the Radiography Director and other Radiography faculty.
- C. Maintains good relationships with Radiography agency personnel.
- D. Conducts activities so as to be congruent with current JRCERT standards.

Annual evaluation will be based on NHS Faculty & Radiography Clinical Coordinator position descriptions. Based on 10 month contract, 22 days will be worked between graduation day and the first day faculty returns to campus in August. Specific dates and duties to be determined with the Division Chair.

Faculty Member: _____ Date: _____

Division Chair: _____ Date: _____

Academic Dean: _____ Date: _____

Program/Track Coordinator (for 2011, BSN Leadership Committee replaces BSN Coordinators)

Qualifications:

1. PN Coordinator
 - Required: Bachelor's degree in nursing; licensed to practice professional nursing in Idaho and Washington.
 - Preferred: Teaching experience in undergraduate nursing program; Master's degree in nursing; national nursing certification related to position [12-month contract].
2. BSN Coordinator
 - Required: Master's degree in nursing; teaching experience in nursing at the baccalaureate level; licensed to practice professional nursing in Idaho and Washington.
 - Preferred: Teaching experience with RN to BSN students; earned doctorate in nursing or related field; national certification related to position [9-month contract].

Organizational Relationships:

The Program Coordinator is appointed by and reports to the Division of Nursing & Health Sciences (NHS) Chair. The scope and nature of responsibilities and release time are negotiated with the NHS Chair on an annual basis. Evaluation for the Coordinator's role occurs annually and is based on Division Chair observations and performance of duties listed below.

Responsibilities:

The purpose of this role is to coordinate the various tasks of the Program or Track. The Program or Track Coordinator also fulfills the responsibilities and specific duties of Faculty Member as designated in this handbook.

Specific Duties (in addition to those of Faculty Member):

1. Coordinates program curriculum development and ensures congruency with other program tracks and accreditation standards.
2. Participates with Lead Faculty to establish student rotation schedules and placement in clinical sites, including initiation and validation of contracts as needed.
3. Coordinates program/track admission criteria and processes.
4. Communicates with Chair/Assistant to the Chair regarding student performance and issues.
5. Communicates and plans with other directors and coordinators as needed to meet program and division needs.
6. Works with Chair/Assistant to the Chair to create and maintain time schedule, web page, and college catalog.
7. Participates in Advisory Board meetings. Collaborates with Division Chair/ Assistant to the Chair in determining membership and setting agenda.
8. Collaborates with Assistant to the Chair to establish and measure program and student outcomes and determine appropriate follow-up; assists in the completion of required internal and external reporting.
9. Ensures program policies are maintained and distributed to students.
10. Under direction of Chair/Assistant to the Chair, participates in accreditation processes.
11. Conducts new student orientation and information sessions.
12. Participates in appropriate regional recruiting activities for new students and retention activities for current students; coordinates development and distribution of appropriate recruitment materials.

13. Serves as lead for program or track advising; coordinates development and distribution of appropriate advising materials.
14. Orients new program/track faculty to program structure and processes.
15. Ensures only those students in compliance with health requirements participate in clinical experiences.
16. Facilitates regular program subcommittee meetings.
17. Other duties as assigned by NHS Chair.

Annual evaluation will be based on NHS Faculty & Program/Track Coordinator position descriptions. If Coordinator role involves a 10 month contract, 22 days will be worked between graduation day and the first day faculty returns to campus in August. Specific dates and duties to be determined with the Division Chair.

Faculty Member: _____ Date: _____

Division Chair: _____ Date: _____

Academic Dean: _____ Date: _____

Clinical Resource Center Coordinator

Responsibilities:

The purpose of this role is to coordinate the activities of the Clinical Resource Center.

Organizational Relationships:

The Clinical Resource Center Coordinator is appointed by and reports to the NHS Division Chair. The scope and nature of responsibilities are negotiated with the Assistant to the Chair on an annual basis, in collaboration with the Division Chairperson and Program Coordinators/Directors.

Specific Duties:

- Assist students in skills practice during open skills lab hours.
- Be proficient in the use of human simulation technology; assist and provide technological support to faculty teams with scenario testing of students in all levels.
- Available for individual student assistance upon the request of students and/or faculty during open lab hours and special appointments.
- Management and development of simulation experiences within the curricula.
- Skills Lab Management
 - Post open lab hours for nursing students in all levels.
 - Maintain skills lab media and textbook library for students.
 - Serve as Human Simulation clinical expert, includes training of new faculty, updates for all clinical faculty, maintenance of equipment, development of scenarios.
 - Review and report skills lab equipment needs to Assistant to the Chair and/or Division Chairperson.
 - Supervise, orient, and manage student lab assistants
 - Coordinate scheduling activities of lab; maintain calendar
 - Order equipment and supplies, maintain inventory and all equipment in good working order; maintain equipment replacement schedule.
 - Coordinate with *Coeur d'Alene* center faculty to support laboratory activities at Outreach Center.
 - Attend and participate in selected BSN Program and Division meetings.
 - Other Assigned Duties.

Annual evaluation will be based on NHS Faculty & Assistant to the Chair position descriptions. Based on 10 month contract, 22 days will be worked between graduation day and the first day faculty returns to campus in August. Specific dates and duties to be determined with the Division Chair.

Faculty Member: _____ Date: _____

Division Chair: _____ Date: _____

Academic Dean: _____ Date: _____

Administrative Assistant 1

ADMINISTRATIVE ASSISTANT 1

CLASS NO. 01235

CLASS PURPOSE

To perform a wide variety of secretarial support functions; apply detailed program knowledge in developing and/or maintaining program records systems and/or in collecting information, preparing reports and providing liaison between management, other organizational units, and external customers; perform related work.

DISTINGUISHING CHARACTERISTICS

At this level incumbents operate independently and apply detailed organizational or program knowledge. Incumbents have more authority and can make decisions for routine administrative secretarial and clerical activities. This classification is distinguished from the Office Specialist 2 by the overall complexity, difficulty and independence required of the position. Guidelines and precedents to follow are less detailed and explicit than the Office Specialist 2.

NATURE AND SCOPE

These positions perform a wide variety of secretarial functions. Incumbents are delegated the authority to coordinate non-routine secretarial and clerical activities.

Incumbents compose letters, correspondence, and memos requiring independent judgment as to content; compile and analyze information from a variety of sources to prepare reports. They utilize word processing equipment and/or computers to create, process, and maintain a variety of documents and administrative records containing technical information and difficult formats. Incumbents schedule and coordinate arrangements for meetings and conferences.

Incumbents act as a liaison between their organizational unit and external customers. Incumbents must be knowledgeable of multiple procedures and program requirements to respond to inquiries, explain department services, policies, procedures, and rationale for decisions to customers.

Incumbents may: perform legal secretarial support functions and apply knowledge of the legal system to prepare and process legal documents; have responsibility for financial record keeping including monitoring budgets, preparing financial transactions; supervise support staff or have lead work responsibilities.

MINIMUM QUALIFICATIONS

Good knowledge of: office support functions including word processing, filing, composing a variety of business documents, reception, gathering and compiling data, and balancing and coordinating a workload for multiple projects.

SPECIALTY AREAS

Some positions may require:

Knowledge of: the organization, structure and ethics of the electronic or print news media; marketing sales strategies/fundraising/volunteer recruitment; Idaho's educational system;

Some knowledge of: supervisory practices; bookkeeping; financial software; state and local government organization structure, functions, and decision-making processes.

Good knowledge of: legal terminology, procedures, and legal ethics; medical terminology and medical documents;

Experience: taking minutes; using spreadsheet software; intermediate word processing skills; transcribing; using data base software; using the state of Idaho STARS system; using desktop publishing and related software; collecting and organizing data and managing a data base; selling products or services; International trade; Microsoft Word (advanced level); Microsoft Excel (intermediate and advanced level); Microsoft Access (intermediate and advanced level); interpreting, applying, and explaining complex information.

Ability to: keyboard/type at the rate of 50 words per minute; keyboard/type at the rate of 60 words per minute.

Willingness to work in a correctional facility.

Fluency in one or more of the following: speaking, writing, reading both Spanish and English.

ISP Drug Policy.

Bachelor's degree with experience in teaching, training, counseling, or testing.

REVISED: 5/18/2006

Job Description

Annually, all faculty complete the college Job Description document found on the Academic Programs web site. This document serves as the basis for the Annual Chair and Peer Evaluations.

Evaluation

Annually, all faculty are evaluated by the Division Chair using the college Annual Evaluation document(s). Additionally, faculty engages in peer evaluation of colleagues; assignments for peer evaluation are distributed early in each calendar year.

Merit

NHS Merit Policy Guidelines:

1. Any faculty salary funds that become available will be divided as follows: 1/3 toward cost-of-living across the board; 1/3 toward salary compression; and 1/3 will be available for merit.
2. Merit will be determined by years of teaching and level of education.
3. Only faculty who receive an “Adequate” rating in all areas on both the annual Peer and Chair reviews will be considered for cost-of-living, compression, or merit pay increases.
4. For those who qualify, merit will be based upon the following factors:

1 point	3 points	5 points
Yrs. Teaching: 1-5 yrs.	6-10 yrs.	11 yrs. and above
Highest degree held: BSN or bachelors of radiology	Masters in teaching field	Doctorate in teaching or related field
Merit Ranges	Low: 2-4 points Medium: 5-7 points High: 8+ points	

EXAMPLES:

- Faculty with 5 years of teaching experience who is educated at the BSN level: Low merit 2 points (1 point for teaching experience between 1-5 years; 1 point for BSN).
 - Faculty with 8 years of teaching experience who is educated at the doctoral level: High merit 8 points (3 points for teaching experience between 6-10 years; 5 points for doctorate).
5. The Division Chair totals all points earned from every qualifying faculty member and uses this number as the denominator in factoring the monetary value of each point.

EXAMPLE:

If the division were awarded \$12,000 total, 1/3 of this would be available for merit (\$4,000). If the total points available from all qualifying faculty was 100 points, then the calculation would be: $\$4,000 \div 100 = \40 . Therefore 1 point would be equal to \$40. In the two examples above, Faculty #1 would be awarded \$80 for merit; Faculty #2 would be awarded \$320.

6. Faculty discussed and approved this merit process at the 3/11/2011 NHS Division meeting. The agreement was to pilot it for AY 2011-2012 then determine if further discussion is warranted.

NHS Bylaws

ARTICLE I: NAME OF THE ORGANIZATION

The name of this organization shall be the Division of Nursing & Health Sciences (NHS), Lewis-Clark State College (LCSC). The NHS shall be known as the Division Committee (DC) from this point forward.

ARTICLE II: MISSION

In concert with LCSC, the Division of Nursing and Health Sciences exists to facilitate development of outstanding healthcare providers committed to excellence in the delivery and management of patient centered care.

ARTICLE III: OBJECTIVES

1. To participate in assessing, planning, implementing, and evaluating the Division of Nursing & Health Sciences (NHS) and its constituencies.
2. To provide members with a means of democratic participation in NHS activities and in the formulation of NHS policies and procedures.
3. To advance and sustain professional development of members.
4. To maintain cooperative and collaborative efforts directed to the mission and goals of the NHS.
5. To collaborate with students within the NHS to achieve common goals and objectives.
6. To collaborate with the surrounding community to promote shared interests.

ARTICLE IV: FUNCTIONS

1. To formulate and operationalize the statements of mission, philosophy, purpose, goals, and objectives for the NHS, in accordance with policies and procedures of the NHS, accrediting agencies and Lewis-Clark State College.
2. To plan, implement, evaluate, and revise curricula within the organizing framework of the philosophy of the NHS programs and that of LCSC.
3. To act as one body in approving NHS policies and procedures within the limits defined by LCSC.

4. To participate in development, implementation, evaluation and revision of the annual Unit Action Plan (UAP).
5. To actively pursue alumni, community, state and federal support for divisional programs.

ARTICLE V: MEMBERSHIP

Section A: Full Voting Privileges

Voting members shall include all full-time and part-time faculty as defined in this article. *Ex officio* members are voting members of committees.

1. Other nonvoting members such as adjunct faculty, staff, and student representatives are encouraged to participate in meetings. Nonvoting members may address NHS committees upon recognition by the respective committee Chair.

Section B: Voting Exceptions

1. The NHS reserves the right to incorporate representatives of cooperating agencies and other concerned individuals as voting members on selected committees or issues; however, the total number of these members shall not exceed 25 percent of regular voting members.
2. Voting may be conducted via current technology with prior approval of the voting faculty.

Section C: Student Representation

1. Student representatives and alternates from each of the NHS programs shall be elected or appointed by their classmates annually or by semester.
2. Student representatives or their alternates will serve as spokespersons for their respective programs or levels.
3. Student representatives may submit a request to the Chair of the NHS to be addressed at a Division Committee (DC) meeting.

ARTICLE VI: APPOINTMENTS/DUTIES for all committees

1. The chair of the Division Committee shall be the Chair of the NHS.
2. The Division Chair shall schedule all DC meetings, preside at DC meetings, appoint NHS standing committee members, appoint NHS special committee members, recommend members to College committees, and cast the deciding vote in case of a tie. The Division Chair shall appoint a faculty member to preside over DC faculty meetings in the absence of the Chair. Normally, this faculty member will be the Assistant to the Chair.

ARTICLE VII: All MEETINGS

1. Regular meetings of all committees will be held monthly or at the discretion of the respective committee chair. Subcommittees and ad hoc committee shall be created as needed.
2. A schedule for regular meetings shall be adopted at the first meeting of the academic year and any additional meetings shall be scheduled by the respective committee chair.
3. Two-thirds of the voting members shall constitute a quorum. A quorum must be established in order for any voting action to occur.
4. Any action taken must have a majority vote of the members present. The term majority vote means more than half of the votes cast by persons legally entitled to vote, excluding blanks or abstentions, at a regular or specially called meeting at which a quorum was established.
5. All standing committee meetings will be open to NHS members.
6. A part of any meeting may be closed at the discretion of the committee Chair.
7. The respective committee Chair may cause anyone who disrupts the proceedings to be dismissed from the meeting.
8. An agenda will be distributed prior to the meetings. Minutes will be made available electronically to faculty.
9. Recording of minutes shall be determined by the committee chair.
10. Recorder shall submit official records of all regular and special meetings to the Office of the Chair of NHS.

ARTICLE VIII: COMMITTEES

Section A: Standing Committees

1. The NHS standing committees are:
 - (a) Division Committee (NHS faculty of the whole)
 - (b) Faculty Committee (appointed)
 - (c) Program Committees
 - BSN Committee (BSN faculty of the whole)
 - Radiography Committee (Radiography/MDI faculty of the whole)
 - PN Committee (PN faculty of the whole)
 - (d) Student Committee (appointed)

Section B: Division Committee

1. Functions include but not limited to:
 - (a) Approve NHS policies and bylaws.
 - (b) Formulate and actualize statements of mission, purpose, goals, and objectives for NHS.
 - (c) Review divisional issues, action plans, reports and recommendations from other committees within the organizing framework of the mission of the NHS and that of the College.

- (d) Annually review Unit Action Plans (UAPs) and assist with long range planning relative to division needs/initiatives.
- (e) Collaborate with the community to address shared interests.
- (f) Serve as an advisory body in recommending long range academic and non-academic planning and scheduling to the Chair.
- ~~(g)~~ Engage in program development and recruitment efforts.
- (h) Annually review and revise the master plan for division assessment activities. Submit any major revisions/additions to the DC for approval.

Section C: Program Committees

1. Each committee consists of the program faculty as a whole.
2. The chair of the sub-committee shall be the program director/coordinator.
 - BSN Subcommittee
 - Radiography Subcommittee
 - PN Subcommittee
3. Functions include:
 - (a) Engage in Student and Program assessment and evaluation activities (e.g., setting benchmarks, selecting tools).
 - (b) Review the curricula and learning resources as they relate to the mission, purpose, philosophy, goals, professional standards (e.g., AACN, CCNE, ARRT, NLNAC), outcomes and organizing framework of the program and NHS, and offer revisions as necessary
 - (c) Review curriculum proposals and/or course changes prior to college review to ensure consistency with program mission, philosophy, and program needs.
 - (d) Address matters of student admission & progression including internal petitions and articulation issues.
 - Utilize program outcome and assessment data to evaluate and revise policies/procedures for admission, readmission, progression, and graduation (per appropriate Idaho regulatory boards); review and select applicants for admission.
 - (e) Provide regular update to DC regarding program affairs.
 - (f) Facilitate group advising and information sessions.

Section D: Faculty Committee

1. The committee chair of the committee shall be appointed by the Chair of the NHS.
2. Functions include:
 - (a) Review the bylaws and prepare amendments and revisions as needed
 - (b) Review Tenure and Promotion criteria and make recommendations to the DC, Chair and Dean for approval.
 - (c) Research and review any compensation/merit issues.
 - (d) Facilitate nominations for faculty & staff awards.
 - (e) Participate in faculty recruitment/retention activities.
 - (f) Plan social activities for faculty/staff.
 - (g) Facilitate faculty development/scholarship.

- (h) Review and update NHS faculty handbook every three years and as needed to ensure consistency with College Faculty/Staff Handbook.
- (i) Coordinate new faculty orientation: Regularly review and update faculty orientation checklist.
- (j) Make recommendations to DC regarding faculty affairs.

Section E: Student Committee

1. The committee chair of the committee shall be appointed by the Chair of the NHS.
2. This committee shall consist of faculty (from each program when possible) and at least one student representative from each program plus, one representative from each division student organization (e.g., ISNA: Idaho Student Nurse Association).
3. The Assistant to the Chair and Program/ Track Coordinators/Directors shall serve as *ex-officio* members of this committee.
4. Functions include:
 - (a) Review and revise division-wide student policies every three years and as needed for inclusion in student handbook(s) and ensure consistency with college student handbook.
 - (b) Annually review student appeals & remediation processes and ensure consistency with College processes.
 - (c) Facilitate student scholarships and awards.
 - ~~(d)~~ Facilitate Warrior Orientation.
 - (e) Support faculty in student advising activities
 - (f) Facilitate Student Recognition ceremonies and special student events.
 - (g) Facilitate student organizations such as ISNA.
 - (h) Make recommendations to DC regarding student affairs.

ARTICLE VIII: FACULTY PRACTICE

Definition

1. Faculty practice includes all aspects of the delivery of health care (nursing; radiography) service through the roles of clinician, educator, researcher, consultant and administrator. Faculty practice is practice that is separate and distinct from clinical student instruction and is conducted in order to maintain required licensure, national Certification and/or specialized expertise.
2. Faculty practice is negotiated with the Division Chair and noted on the individual faculty's job description and is in accordance with Lewis-Clark State College policies.

ARTICLE IX: DISSOLUTION

Plan for Dissolution

1. These bylaws may be dissolved with proper notice of at least 20 days in the declaration of financial exigency by the Idaho State Board of Education, and administrative announcement of departmental reorganization/ restructuring, or by a 99% vote of the faculty members of the NHS.

2. The dissolution plan will include appropriate attention to final reports, records storage and other matters so indicated by administration.

ARTICLE X: AMENDMENTS

Notification

1. Amendments to the bylaws may be made at any meeting of this organization by a two-thirds majority vote of the voting divisional faculty members.
2. Written notification of the proposed revisions/amendments and the meeting date to vote on these proposed changes shall be distributed to members of this organization at least ten working days in advance of said meeting.

ARTICLE XI: PARLIAMENTARY AUTHORITY

Rules of Order

1. The current edition of *Robert's Rules of Order* (or *Robert's Rules of Order Newly Revised In Brief*) shall govern meetings of this association in all cases in which they are applicable, in which procedural detail is not provided in this document, and in which they are not inconsistent with these Bylaws. Reference: <http://www.robertsrules.com/>
2. Standing rules and regulations for special meetings may be proposed in writing and submitted to the assembly for 99% approval.

Faculty Tenure and Promotion

PROMOTION

Criteria for Promotion

Nursing and Health Sciences: degree requirements for promotion:

- Nursing: Masters in Nursing for rank of Assistant Professor and Associate Professor; PhD, EdD, Doctorate in Nursing or related field for rank of Professor
- Radiography: Bachelor's Degree for rank of Assistant Professor; Master's Degree in Radiography or related field for rank of Associate Professor and Professor

A. Introduction

The Division of Nursing and Health Sciences (NHS) conducts faculty promotion reviews in accordance with the Promotion Policy (2.106) of the Lewis-Clark State College Faculty Handbook and related documents. The timeline for advancement in rank plus institutional criteria for all faculty shall be adhered to by the NHS. Additionally, specific criteria outlined here for promotion to all ranks in the NHS further clarify standards for 1) teaching and advising, 2) scholarly/creative activity and professional development, and 3) service. Faculty are required to annually submit a job description outlining their plans for these areas. Promotion to an academic rank is not automatic. Promotion is based on past, consistent and anticipated

success in performance, accomplishments and leadership in teaching and advising, scholarly/creative activity and professional development, and service.

B. Mission of the NHS

In concert with the mission of Lewis-Clark State College, the Division of Nursing and Health Sciences exists to facilitate development of outstanding healthcare providers committed to excellence in the delivery and management of patient centered care.

C. Definition of Rank and Levels for Promotion

In the NHS the levels for promotion of tenure-track faculty include *Instructor to Assistant Professor*, *Assistant Professor to Associate Professor* and *Associate Professor to Professor*.

1. Lecturer

A lecturer is a faculty member who is qualified to teach college level courses, but is not eligible for promotion or tenure. B.S. in nursing required for BSN Program; B.S. in nursing required for Practical Nursing Program; B.S. in radiography or related science required for Radiography program.

2. Instructor

The Instructor is a faculty member who is qualified to teach college level courses and may be eligible for promotion, but not tenure. B.S. in nursing for BSN Program; B.S. in nursing for Practical Nursing program; B.S. in radiography or related science required for Radiography program.

3. Assistant Professor

The Assistant Professor holds a Master's degree in Nursing or a Bachelor's degree in Radiography. Assistant Professors are expected to fully participate in the functions of the NHS and to demonstrate increasing participation in the functions of the College. The Assistant Professor is competent in teaching and advising, scholarly/creative activity and professional development, and service.

4. Associate Professor

The Associate Professor holds a Master's degree in Nursing or a Master's degree in Radiography or a related field. The Associate Professor participates fully in the functions of the Division and the College. The faculty member wishing to be promoted to the rank of Associate Professor has proven to be a proficient faculty member in the areas of teaching and advising; scholarly/creative activity and professional development; and service.

5. Professor

All appropriate criteria leading to promotion to the rank of Associate Professor should also apply to promotion to the rank of Professor. The individual wishing to be promoted to the rank of Professor holds a PhD, EdD, or doctorate in Nursing or a related field. The Professor in the Radiography program holds a

Master's degree in Radiography or a related field. The Professor has demonstrated excellence in teaching, scholarship, and service. The Professor holds a leadership role in Division and College functions.

D. Definition of Terms

Competence is the expectation that the faculty member is qualified and capable to perform teaching duties, pursue scholarly and creative activities, participate on committees, and provide service to the Division and College in association with senior members of the faculty. All tasks and assignments are completed on time and meet all minimum requirements. Leadership and mentoring of peers is not expected at this level. The focus of activities is at the division level.

Proficiency is the expectation that the faculty member is highly skilled. The faculty member is team focused but is leading some committees and is developing curriculum, teaching, and researching at an increasingly expert level. The proficient faculty member is also mentoring others into academic activities and participating in more College committees.

Excellence is the expectation that the faculty member is superior; surpassing the base-line expectations and conducting all activities at a leadership or role-model level. The excellent faculty member exceeds competence and proficiency expectations and pursues research, teaching, curriculum development, and college committee participation as a leader/role-model. The excellent faculty member mentors junior faculty members and continues to increase skills as a reflective practitioner.

E. Timeline for Advancement in Rank

The faculty seeking promotion will review and follow the timelines established in policy 2.106 in the College Faculty-Staff Handbook; the portfolio will be organized according to policy.

Division of Nursing and Health Sciences specific criteria for Teaching and Advising, Scholarly/Creative Activity and Professional Development, and Service

The faculty role in areas of teaching, practice, and research must incorporate collaboration with clinical agencies, clinical practice, consultation, and partnerships.

A. Teaching and Advising

The primary function of the Division of Nursing and Health Sciences faculty is the education of practical nurses, professional nurses, and radiographers. The teaching role is fundamental to fulfillment of the College mission of providing excellence in undergraduate education; therefore, it is essential that teaching be given significant consideration in decisions of promotion. Teaching includes the ability to stimulate intellectual interest and enthusiasm in students, a command of the subject matter, and maintaining currency with a changing health care environment.

Faculty eligible for promotion should demonstrate their accomplishments as teachers in the classroom and clinical settings and their efforts to continually improve their teaching. A full-time teaching load is defined in the faculty member's job description.

1. Instructor: The Instructor is capable in instructional and advising duties as defined in the faculty job description.

2. Assistant Professor: The Assistant Professor is competent in instructional and advising duties as defined in the faculty job description.

3. Associate Professor: The candidate for the rank of Associate Professor demonstrates proficiency in instructional and advising duties and shows evidence of leadership in planning, implementing, and evaluating/revising courses and or curricula.

4. Professor: The candidate for Professor is recognized as an excellent teacher and is valued as a leader in the improvement of instruction within the Division, provides mentoring and leadership to less experienced colleagues, and develops teaching methods and techniques worthy of dissemination. The excellent teacher is acknowledged as a resource person, consultant, and mentor in teaching strategies and/or content area of expertise and demonstrates sustained leadership in curricular matters.

In addition to those items listed in Policy 2.106, evidence of teaching effectiveness at all ranks may include:

- Substantial and on-going record of teaching effectiveness
- Self-reflection on teaching practices
- Student success in course (papers, exams, presentations)
- Well organized course materials (syllabi; assignments)
- Demonstrated effectiveness as a team member where the team approach to instruction is used
- Informal student feedback
- Nomination or receipt of teaching awards
- Record of development of innovative course materials and activities
- Evidence of curriculum development within the Division
- Evidence of effective advising, congruent with College (policy 2.116), Division and program policies & procedures
- Peer evaluation of teaching by someone outside discipline (Professor)
- Advising: availability, participation in college-wide advising activities, as well as division advising functions

B. Scholarly/Creative activity and Professional Development

In accordance with the criteria for promotion the NHS defines scholarly/creative activity and professional development as appropriate to the NHS. The Division recognizes a variety of scholarly activities that enhance the professional development of faculty and quality of faculty at Lewis-Clark State College (Boyer, 1990, 1996; Glassick, 1997, 1999, 2000; AACN, 1999).

The NHS defines scholarship as those activities that systematically and over time advance the disciplines. The NHS has applied the concepts of scholarship as identified by E. Boyer (1990, 1996) and C. Glassick (1997, 1999, 2000) to meet the challenges and realities of healthcare professions where traditional scholarly research and the demands of practice must be considered. Any of these four aspects of

scholarship may guide faculty in distinguishing their scholarly activities. They include: The scholarship of discovery, the scholarship of teaching, the scholarship of application, and the scholarship of integration.

The scholarship of discovery is the generation of new knowledge. It is similar to the current, traditional concept of academic research. It takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. The scholarship of discovery may be an individual effort or collaborative and interdisciplinary.

The scholarship of teaching supports the transfer of knowledge to the novice healthcare practitioner. The teaching scholar utilizes educational environments that embrace diverse learning styles with innovative teaching and evaluation methods. It includes the transfer of discipline-specific knowledge where knowledge is transformed and extended through teaching and role-modeling.

The scholarship of application can be considered the scholarship of practice. The significance of practice in healthcare disciplines cannot be overemphasized. It may be a critical component in the maintenance of clinical competency of faculty. It may include the delivery of healthcare services as a direct caregiver, educator, consultant, and administrator.

The scholarship of integration refers to making connections across disciplines. Integrative scholarship requires participation from two or more disciplines and advances knowledge across a wide range of techniques and methodologies. It places knowledge in a larger context or explains data in a more meaningful way.

- 1. Instructor:** The Instructor is competent in the basic tools of scholarly/creative activity pertinent to the disciplines of Nursing or Radiography and demonstrates professional development, as established by the candidate's job description.
- 2. Assistant Professor:** The Assistant Professor is competent in engaging in a variety of scholarly pursuits in the disciplines of Nursing or Radiography.
- 3. Associate Professor:** The candidate for Associate Professor is proficient in pursuing scholarship activities pertinent to the disciplines of Nursing or Radiography.
- 4. Professor:** The candidate for the rank of Professor demonstrates excellence in scholarly endeavors while also serving as a mentor to other faculty in the NHS. Continued professional development with the goal of achieving the highest level of rigorous scholarly/creative activity and professional development best describes faculty at the rank of professor.

In addition to Policy 2.106, the following examples of scholarship within each category may guide the faculty member seeking promotion. They are not intended to be prescriptive, but to give the faculty member direction in developing a successful promotion portfolio.

Scholarship of Discovery

- Conducts primary, empirical research
- Participates in theory development and testing pertinent to the discipline
- Conducts historical research

- Engages in article submission and acceptance in peer reviewed publications
- Disseminates research through written, oral, or poster presentations at regional and national conferences
- Authors chapters in books or textbooks
- Receives grant awards for research
- Is recognized as a scholar and expert in a specific professional area
- Demonstrates professional curiosity through attendance/participation/initiation of professional dialogue or workshops

Scholarship of Teaching

- Incorporates diverse teaching innovations
- Networks with others in the profession, e.g. to create teaching models
- Maintains partnerships with healthcare agencies
- Mentors new faculty regarding teaching strategies
- Shares policies, best practices, and knowledge through faculty development across disciplines
- Evaluates learning outcomes for congruency with NHS and professional standards
- Evaluates course development for diverse learning styles
- Continuously integrates current teaching / practice / research in the classroom, lab or clinical setting

Scholarship of Application

- Engages in professional consulting
- Engages in active clinical practice utilizing evidenced-based criteria
- Acts as a spokesperson for the profession
- Evaluates other programs for curricular innovation
- Attends and presents at workshops and seminars
- Maintains clinical skills necessary to maintain licensure
- Develops professional policies at the Division / Local / Regional / National level
- Demonstrates enthusiasm for continuous learning and applies knowledge to solve problems in the practical setting
- Serves as a role model and mentor to other faculty

Scholarship of Integration

- Engages in innovative multidisciplinary teaching
- Integrates case studies in classroom and lab activities
- Participates in interdisciplinary grant projects
- Maintains current knowledge of the practice, theory, and research in the discipline
- Analyses and incorporates health policies congruent with the practice setting
- Participates in interdisciplinary service projects
- Participates in interdisciplinary studies in healthcare with the goal of regional and national improvement in health systems

C. Service

Service is defined as participation in activities that promote a positive image of the College and Division. Service must meet the goals and mission of the College / Division regarding interdisciplinary collaboration, collegiality, and partnerships with community agencies and entities. Service should improve education and the quality of life in our target communities.

1. Instructor: The Instructor demonstrates participation in service activities as planned on their job description.

2. Assistant Professor: The Assistant Professor is competent in engaging in a variety of service pursuits.

3. Associate Professor: The candidate for Associate Professor is proficient in engaging in service activities. They will participate and demonstrate a leadership role while serving on College committees. They will also participate in professional development activities and community partnerships as representatives of their profession and LCSC.

4. Professor: The candidate for Professor reflects excellence and leadership in all three areas of service that follow as specified by the NHS.

College Service:

- Participates in Division and college-wide standing committees, ad hoc committees, sub committees, or special assignments
- Serves as a faculty advisor to student club / organizations
- Is a collegial member of Division and College-wide committees
- Participates in volunteer activities that benefit the College

Professional Service:

- Serves as a site visitor or a team leader for an accrediting association
- Accepts appointment to local, state or national board
- Participates in professional local, state or national organizations
- Serves as a consultant to healthcare partners

Community Service:

- Holds membership or leadership position on community and regional boards
- Participates in community service organizations and activities
- Serves as a spokesperson for the professional discipline

D. Collegiality

Collegiality is demonstrated by maintaining constructive civil interactions with other members of the college community. This can be demonstrated by time spent on campus, availability to colleagues and students as a resource, and volunteering for division/committee work. Collegiality is also demonstrated by respecting another's commitment to the common good and working toward achieving the mission and purpose of the division and college.

TENURE

Criteria for Tenure

A. Introduction

The Division of Nursing and Health Sciences (NHS) conducts faculty tenure reviews in accordance with the Tenure, Non-Tenure Policy (2.111) of the Lewis-Clark State College Faculty Handbook and related documents. The timeline for tenure review plus institutional criteria for all faculty shall be adhered to by the NHS. Additionally, specific criteria outlined here for tenure in the NHS further clarify standards for 1) teaching and advising, 2) scholarly/creative activity and professional development, 3) service and 4) collegiality. Faculty are required to annually submit a job description outlining their plans for these areas. Granting tenure is not automatic. Tenure is granted based on consistent past, consistent and anticipated success in performance, accomplishments and leadership in teaching and advising, scholarly/creative activity and professional development, service, and collegiality.

B. Mission of the NHS

In concert with the mission of Lewis-Clark State College, the Division of Nursing and Health Sciences exists to facilitate development of outstanding healthcare providers committed to excellence in the delivery and management of patient centered care.

C. Eligibility for Tenure

In the NHS, granting tenure follows a probationary period. Tenure is granted only to faculty members who demonstrate 1) full participation in the functions of the NHS and increasing participation in the functions of the College, and 2) potential for ongoing contributions through teaching, scholarship, and institutional and public service.

D. Timeline for Application for Tenure

The faculty seeking tenure will review and follow the timelines established in policy 2.111 in the College Faculty-Staff Handbook; the portfolio will be organized according to policy.

Criteria for Tenure Guidelines

A. Teaching and Advising

The primary function of the Division of Nursing and Health Sciences faculty is the education of practical nurses, professional nurses, and radiographers. The teaching role is fundamental to fulfillment of the College mission of providing excellence in undergraduate education; therefore, it is essential that teaching be given significant consideration in decisions of tenure. Teaching includes the ability to stimulate

intellectual interest and enthusiasm in students, a command of the subject matter, and maintaining currency in a changing health care environment. A full-time teaching load is defined annually in the faculty member's job description.

Faculty eligible for tenure should demonstrate accomplishment as teachers in the classroom and clinical settings and their efforts to continually improve their teaching. The candidate for tenure demonstrates proficiency in instructional and advising duties and shows evidence of potential leadership in planning, implementing, and evaluating/ revising courses and or curricula.

In addition to those items listed in Policy 2.111, evidence of teaching effectiveness at all ranks may include:

- Substantial and on-going record of teaching effectiveness
- Evidence of self-reflection on teaching practices
- Student success in course (papers, exams, presentations)
- Well organized course materials (syllabi; assignments)
- Demonstrated effectiveness as a team member where the team approach to instruction is used as evidenced by peer review.
- Informal student feedback
- Nomination or receipt of teaching awards
- Record of development of innovative course materials and activities
- Participation in curriculum development within the Division
- Evidence of effective advising, congruent with College (policy 2.116), Division and program policies & procedures as demonstrated on student surveys.
- Advising: advising load as defined in job description, participation in college-wide advising activities, as well as division advising functions
- Peer evaluation of teaching by someone outside discipline (Professor)

B. Scholarly/Creative Activity and Professional Development

The Division of Nursing and Health Science defines scholarly/creative activity and professional development as appropriate to the NHS. The Division recognizes a variety of scholarly activities that enhance the professional development of faculty and quality of faculty at Lewis-Clark State College (Boyer, 1990, 1996; Glassick, 1997, 1999, 2000; AACN, 1999).

The NHS defines scholarship as those activities that systematically and over time advance the disciplines. The NHS has applied the concepts of scholarship as identified by E. Boyer (1990, 1996) and C. Glassick (1997, 1999, 2000) to meet the challenges and realities of healthcare professions where traditional scholarly research and the demands of practice must be considered. Any of these four aspects of scholarship may guide faculty in distinguishing their scholarly activities. They include: The scholarship of discovery, the scholarship of teaching, the scholarship of application, and the scholarship of integration.

The scholarship of discovery is the generation of new knowledge. It is similar to the current, traditional concept of academic research. It takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. The scholarship of discovery may be an individual effort or collaborative and interdisciplinary.

The scholarship of teaching supports the transfer of knowledge to the novice healthcare practitioner. The teaching scholar utilizes educational environments that embrace diverse learning styles with innovative teaching and evaluation methods. It includes the transfer of discipline-specific knowledge where knowledge is transformed and extended through teaching and role-modeling.

The scholarship of application can be considered the scholarship of practice. The significance of practice in healthcare disciplines cannot be overemphasized. It may be a critical component in the maintenance of clinical competency of faculty. It may include the delivery of healthcare services as a direct caregiver, educator, consultant, and administrator.

The scholarship of integration refers to making connections across disciplines. Integrative scholarship requires participation from two or more disciplines and advances knowledge across a wide range of techniques and methodologies. It places knowledge in a larger context or explains data in a more meaningful way.

In addition to Policy 2.111, the following examples of scholarship within each category may guide the faculty member seeking tenure. They are not intended to be prescriptive, but to give the faculty member direction in developing a successful promotion portfolio.

Scholarship of Discovery

- Conducts primary, empirical research
- Participates in theory development and testing pertinent to the discipline
- Conducts historical research
- Engages in article submission and acceptance in peer reviewed publications
- Disseminates research through written, oral, or poster presentations at regional and national conferences
- Authors chapters in books or textbooks
- Receives grant awards for research
- Is recognized as a scholar and expert in a specific professional area
- Demonstrates professional curiosity through attendance/participation/initiation of professional dialogue or workshops

Scholarship of Teaching

- Incorporates diverse teaching innovations
- Networks with others in the profession, e.g. to create teaching models
- Maintains partnerships with healthcare agencies
- Mentors new faculty regarding teaching strategies
- Shares policies, best practices, and knowledge through faculty development across disciplines
- Evaluates learning outcomes for congruency with NHS and professional standards
- Evaluates course development for diverse learning styles
- Continuously integrates current teaching / practice / research in the classroom, lab or clinical setting

Scholarship of Application

- Engages in professional consulting
- Engages in active clinical practice utilizing evidenced-based criteria
- Acts as a spokesperson for the profession
- Evaluates other programs for curricular innovation
- Attends and presents at workshops and seminars
- Maintains clinical skills necessary to maintain licensure
- Develops professional policies at the Division / Local / Regional / National level
- Demonstrates enthusiasm for continuous learning and applies knowledge to solve problems in the practical setting
- Serves as a role model and mentor to other faculty

Scholarship of Integration

- Engages in innovative multidisciplinary teaching
- Integrates case studies in classroom and lab activities
- Participates in interdisciplinary grant projects
- Maintains current knowledge of the practice, theory, and research in the discipline
- Analyses and incorporates health policies congruent with the practice setting
- Participates in interdisciplinary service projects
- Participates in interdisciplinary studies in healthcare with the goal of regional and national improvement in health systems

C. Service

Service is defined as participation in activities that promote a positive image of the College and Division. Service must meet the goals and mission of the College / Division regarding interdisciplinary collaboration, collegiality, and partnerships with community agencies and entities. Service should improve education and the quality of life in our target communities.

College Service:

- Participates in Division and college-wide standing committees, ad hoc committees, sub committees, or special assignments
- Serves as a faculty advisor to student club / organizations
- Is a collegial member of Division and College-wide committees
- Participates in volunteer activities that benefit the College

Professional Service:

- Serves as a site visitor or a team leader for an accrediting association
- Accepts appointment to local, state or national board

- Participates in professional local, state or national organizations
- Serves as a consultant to healthcare partners

Community Service:

- Holds membership or leadership position on community and regional boards
- Participates in community service organizations and activities
- Serves as a spokesperson for the professional discipline

D. Collegiality

Collegiality is demonstrated by maintaining constructive civil interactions with other members of the college community. This can be demonstrated by time spent on campus, availability to colleagues and students as a resource, and volunteering for division/committee work. Collegiality is also demonstrated by respecting another's commitment to the common good and working toward achieving the mission and purpose of the division and college.

Assignments and Performance Evaluations, Faculty and Staff

Faculty assignments and Annual Performance Evaluations are determined by the Chair. Staff assignments and Performance Evaluations are determined by the supervisor of record. See the LCSC Faculty-Staff Handbook for current processes and forms.

Faculty Outcomes

Faculty are responsible to meet established Faculty Outcomes delineated in the current year Systematic Plan for Evaluation (SPE) or Assessment Plan for each program. The three faculty outcomes are: Instruction/ Teaching & Advising, Scholarly/ Creative Activity and Professional Development, and Service. Benchmarks and indicators are contained in the SPE.

Assessment

All faculty participate in the Assessment processes of the division and of their programs. Assessment activities are coordinated by the Program/Track Coordinator or Director, with assistance from the Assistant to the Chair/ Assessment Director. Program assessment documents are distributed annually to faculty and are located on the Institutional Planning, Research & Assessment web site via the Intranet. Faculty also facilitate and assist with student assessment processes.

Policies

Site Dress Code for Clinical Faculty

All BSN/PN faculty must wear a white lab coat and name tag while in the clinical setting. All Radiology faculty must dress professionally and wear a name tag.

Remediation Policy & Procedure

Clinical faculty members are responsible to verify that remediation has occurred and is documented.

It is often necessary for remediation to occur prior to the next clinical session when the skill in question will be used. If Remediation has not occurred, the student may not perform that skill. This could result in the student being sent home due to the pervasive nature of the problem (inability to chart, for example).

Remember that for Peer Skills check off, the Peer Partner also needs a remediation when there is a skill remediation.

The Remediation policy and form is found in the Division Student Handbook or website. Faculty member actions:

1. Take appropriate action with the student to stop unsatisfactory behaviors and remove student from continued performance according to policies.
2. Use the Remediation Form to document the event, including date and time. Use objective information for the event.

3. The type of intervention taken with the student will vary depending on the circumstances and nature of the problem. The Faculty member should clearly define the level of the concern on the form.
 - a. Written Warning: Documentation of the event and serious nature of the event
 - b. Probation: Documentation of probationary status and the communication about the problem. Performance must be at expected level by the end of the semester to progress in the NHS Program.
 - c. Problems that do not present a concern for patient or student safety (but that need to be addressed, such as student appearance) should be documented on either the student evaluation form (CET) or student file. If the problem is not corrected, it should be pursued as a violation of the Student Code or Nursing Code of Ethics.
4. The type of concern also needs to be outlined on the form:
 - a. Professional Code of Conduct
 - b. Skill Performance Problem or Clinical Ability Issue
 - c. Student Code of Conduct Problem
 - d. Outline the plan to be taken and persons to be contacted for remediation
 - e. Attach a copy of the Student or Professional standard which applies to the student's conduct.
5. Documentation/Discussion with student
 - i. The goal statement for the student must be written as an outcome measure (not as a time period)
 - b. Goals are not measured in terms of time spent, but rather should be written as a performance goal (student will set up IV pump independently)
 - c. Students need to use information provided to them in their courses to study independently about the problem or attend Open Lab sessions.
 - d. Resources (texts or independent lab quizzes) may be obtained through the CRC Coordinator for use by the student.
 - e. Completion of the Remediation Process can be verified by faculty in Open Lab hours or by appointment with the CRC Coordinator.
6. Notification of proper personnel is needed when this form is initiated:
 - a. Chair of the NHS: will be notified by program coordinator as needed
 - b. Program Directors: Advise of problems within their program
 - c. Director, Student Life: Student Code of Conduct issues
 - d. Student Advisor: All types of problems require notification
 - e. Assessment Director: requires only a final copy once remediation goals have been accomplished
 - f. Student confidentiality is maintained through notification of only those individuals who have a concern for program integrity, can be of help to the student, or for faculty concurrence for actions needed for continuing student problems.
7. Discussion with student:
 - a. Discuss with student at earliest possible time after the event
 - b. Student signature is required to indicate that the information on the form has been shared with the student
8. Copies forwarded to:
 - a. Student/Student File
 - b. Advisor

- c. Program Director
9. Final Documentation
 - a. Document attainment of the goal set for the student
 - b. Acquire necessary confirmation of remediation
 - c. Discuss with the student any failures to comply with Remediation Plan or failures to attain the needed goals
 - d. Refer to Program Coordinator if problems persist

Note: In a clinical course a student may be placed on probation two times only for the entire duration of the program. A third probation would not be tolerated (See relevant Student Handbooks)

Health Care Requirements/Records, Faculty

Policy: Division of Nursing & Health Sciences faculty are required to provide documentation to Student Health Services regarding PPD and Hepatitis B status during the annual evaluation process. Documentation means copies of the medical record from the institution where immunizations, PPD testing or antibody testing occurred. An official record is required. The checklist below is to be completed and submitted with annual evaluation materials. Health Requirements Checklist is found in the Appendix.

Professional Licensure

Nursing

All faculty must hold current registered nurse licensure for any state in which he/she will be practicing. All faculty are required to hold current licensure in Idaho and Washington. License numbers are to be confirmed to the Administrative Assistant each year prior to the annual evaluation.

Radiography

All radiography faculty must hold current ARRT certification or AR MRI certification or AR DMS certification. All radiography faculty must also possess WA state imaging certification.

Continuing Education

All Imaging faculty are required to maintain certification by completion of continuing education hours per ARRT/JRCERT guidelines of CE hours on a biannual basis

Office Hours

Each faculty member is required to post and maintain office hours each week. If a faculty member is unable to keep a scheduled office hour, a note left on the faculty member's door or check with a colleague for coverage. Office hours may not conflict with scheduled meetings or classes.

Each year, the division will review the policy surrounding office hours and determine parameters for meeting student needs with traditional (in office), non-traditional (use of technology), and off site strategies to provide student access.

Rules of confidentiality

Rule of Confidentiality

Faculty in the NHS must attend to confidentiality relative to HIPAA, FERPA, and academic issues.

Healthcare Insurance Portability and Accountability Act (HIPAA)

Idaho Administrative Code (IDAPA 23) Board of Nursing 23.01.01, item 101.04h, Standards of Conduct from The Rules of the Idaho Board of Nursing states:

"Confidentiality: The nurse shall not disseminate information about the patient to individuals not entitled to such information except where such information is required by law or for the protection of the patient." (07-01-91)

The College and Division abide by the Healthcare Insurance Portability and Accountability Act (HIPAA), specifically the areas of the law related to privacy and confidentiality of patient and student health care information. As part of this law, the College and the student agree to not use or disclose protected health information other than as permitted or required by this Agreement or as required by law. The College and the student agree to use appropriate safeguards to prevent use or disclosure of the protected health information other than as provided by this Agreement.

Confidential information is that information entrusted to an individual which is private or secret. Only professional persons involved in the patient's care who have a need to know about the patient can be allowed routine access to information about that patient. Faculty must be very cautious about what information is shared and with whom it is shared. Students who need to access patient records at clinical agencies must submit the appropriate request form. When copying any client records from any setting, all copies need to have identifying data removed.

Violations of confidentiality of information concerning patients shall be grounds for disciplinary action in accordance with 54-1413(1) of the Idaho Nursing Practice Act or Section 090 or 100 of the Rules of the Board of Nursing.

See LCSC Security and Confidentiality Statement in Appendix.

Travel, Faculty and Staff

The Division adheres to all college travel policies. All division travel must be pre-approved by the Division Chair. Faculty must use the Travel Request form (Faculty Only section of Home Page) to initiate the travel process. For clinical travel, use the Multi-Trip form when appropriate. Complete and submit to the Division Chair for signature. The Administrative Assistant I will complete the required travel papers. Any travel that is not pre-approved will not be reimbursed. See Memorandum regarding travel from Provost (Appendix).

Criteria for selection of clinical facilities

Overview:

Clinical facilities are selected in order to provide opportunities for students to fulfill course objectives. Multiple facilities are used in order to provide a variety of learning experiences for the students.

Nursing

- (1) All facilities must be approved by the Idaho Board of Nursing. The Board of Nursing requirements for selection and use of cooperating agencies are as follows: Section 730 Practice Sites #01-06 IBON rules and regulations
- (2) Clinical facilities are assessed by faculty prior to use to insure that the course objectives can be satisfied in a given facility.
- (3) Faculty evaluate the appropriateness of each clinical facility on an ongoing basis throughout the student's placement in each facility.
- (4) Other facility personnel and faculty meet at least once yearly to mutually assess the appropriateness of the clinical facility in fulfilling learning objectives.

Radiography

- (1) All facilities must have state licensure, ARRT Certification or be JCAHO approved.
- (2) Clinical facilities are assessed by faculty prior to use to insure that the course objectives can be satisfied in a given facility.
- (3) Faculty evaluate the appropriateness of each clinical facility on an ongoing basis throughout the students' placement in each facility.
- (4) Both facility personnel and faculty meet at least once yearly to mutually assess the appropriateness of the clinical facility in fulfilling learning objectives.

Authorization to Release Student Information

PROCEDURES:

If a student requests copies of information from his/her file, the student must complete the Student Information Release Form found on the Registrar's home page, and submit it to the Division of Nursing & Health Sciences.

HOBET & TEAS Scores – The student receives a copy of his/her scores upon completion of testing. If s/he lost it, provide the student with one copy. The Division will not mail the scores directly another college. Stamp the copy with both the "copy" and "confidential" stamps.

Prospective Student Reference Form – To share a copy, there must be a Prospective Student Reference Form in the file which the student checked and signed at the time the reference was originally requested. It must state “I elect to keep the recommendation non-confidential, and the recommendation may be shown at my request.” This is in addition to the authorization form from the Registrar.

Student Grade Appeal

A formal complaint is defined as any complaint made in writing and submitted through the appropriate division channels. A student wishing to make a formal complaint regarding a clinical, academic, or advising issue must do so in writing and submit it to the Division Chair. A formal complaint must include a detailed description of the circumstances, the parties involved, and the action the complainant wishes to take. The complaint is then handled in accordance with the NHS Grade Appeal Process/Procedure for Appeals, regardless of the nature of the complaint.

Student Course Evaluations (SCEs)

Faculty Guide Sheet for SCE's (Student Course Evaluations)

The SCE tool was developed by the Faculty Affairs Committee after a review of other evaluation instruments and survey methods. It was unanimously approved by the Faculty Senate in the Spring of 2005.

Faculty request student feedback on the SCE's for:

- Student self-assessment
- Instructor improvement
- Assessment of the course and teaching ability
- Assessment of the physical classroom environment

The SCE includes three sections:

- A student section – placed first on the tool in order for students to think about their own responsibilities and goals for the course
- A course and instructor section so students can evaluate the strengths of the instructor and offer suggestions for the course
- A physical plant section so students can evaluate the classroom environment

Students have the choice of several responses for evaluating the content areas –There is no numerical qualifier associated with the response. This was done purposely to achieve a qualitative evaluation. A comment area follows each question in every section to enhance the specificity of comments.

The goals of this evaluation tool can be best achieved by:

- Informing students of the purpose of SCE's
- Keeping the SCE voluntary – have no mandates or coercion to complete an SCE
- Giving no incentives to students such as extra credit or other benefits - This would invalidate a voluntary sample
- Administering the SCE's during the time frame determined by the Faculty Senate
- Assuring anonymity to students by not allowing faculty or staff to know who completed or did not complete the SCE
- If you have comments, questions, problems, or suggestions relating to SCEs, please contact Institutional Research at 792-2065 or instres@lsc.edu

Course Evaluations:

Course evaluations are to be conducted by faculty at the end of each course. Additional informal and formal evaluations are encouraged to provide student feedback to faculty in order that modifications in the course and/or teaching style may be made.

Orientation

New Hire Orientation for Clinical Resource Coordinator/Instructor

Policy

New Division of Nursing & Health Sciences faculty will receive a comprehensive orientation to the division programs and the college. The Division Chair and Assistant to the Chair are responsible to see that all orientation activities are completed in a timely manner. Mentors will be assigned to conduct the various aspects of orientation.

Process/Procedure

Assigned Mentor(s):

Mentor:

Program Director:

Course Lead Faculty:

Advising:

******To be completed by _____***

New Faculty Orientation. (New faculty, please complete the bottom portion below, cut the bottom off, and place in your mentor's box or in door slot. Thank You.)

Name: _____ E-mail: _____

Office Phone: _____ Other Phone: _____

Other: _____

Needs Completed immediately: within first few weeks

College-wide Orientation: All new faculty are required to attend a college orientation session. Topics will include:

- Campus tour, introductions, organizational chart
- Human Resources
- Faculty Governance
- Tenure & Promotion
- Advising & Student Tutoring Assistance
- Planning & Assessment
- E-Mail, WarriorWeb, DataTel, Blackboard
- Library

General Division Orientation completed by Administrative Assistants

- Order business cards
 - Order name plaque for office
 - Obtain copies of new faculty's license (Idaho & Washington), certifications, official transcripts for terminal degree
 - Copy of current Curriculum Vitae; explain vitae is updated annually by faculty member
 - Ensure faculty member has received contract; signed and returned
 - Obtain keys for offices/building
 - Order nametags
 - Computer setup for office is complete
 - Microsoft Office
 - Adobe Acrobat
 - Level specific software
 - NHS calendar
 - Ensure e-mail account set-up
 - Ensure faculty received WarriorWeb log-in, password
 - Office furniture, supplies, reference material are provided
 - Telephone books, campus listings
 - Stapler, scissors, etc.
 - Obtain Xerox key code _____
 - Obtain Hot Spot Key
 - Explain Office Environment fund
 - Tour Division; introduce to Office Specialist II; explain work requests and student workers; faculty mailboxes, bulletin boards; location of student files
 - Arrange contact with Student Health Services for copies of health requirements
-
- Meet with **Division Chair** and receive/discuss:
 - NHS Operations Manual & Faculty Handbook/Organizational charts
 - Review NHS programs
 - Job Description form (complete and sign)
 - Faculty evaluation process/Peer evaluator selection
 - NHS and College committee assignments; meeting schedule
 - NHS workload/assignments
 - Office hour policy
 - Discuss the teaching and course evaluation processes (SCE forms and internal)
 - Discuss peer evaluation process and forms

- Meet with **Lead Faculty** and receive/discuss:
 - Discuss the role of Lead Faculty
 - Discuss course team function, curricular themes, and objectives which the team teaches or reinforces in clinical practice
 - Provide course syllabi and review; discuss faculty member's teaching responsibilities within course
 - Provide a copy and explanation of the student clinical evaluation tool
- Meet with **Mentor** and discuss:
 - General questions
 - Copy machine
 - Fax
 - Phone/Voice Mail
 - Outgoing mail
 - Ordering text books
 - Contact information/office hours posted
 - NHS calendar

To be completed sometime in 1st Semester:

- Meet with **Program Director/Coordinator/Leadership Team** and receive/discuss:
 - Role of Director/ Coordinator/ Team
 - Introduce to other faculty
 - Program Student Handbook
 - Statewide articulation agreement (PN, BSN)
- Meet with **Mentor** and discuss:
 - General questions
 - Copy machine
 - Fax
 - Phone/Voice Mail
 - Outgoing mail
 - Ordering text books
 - Contact information/office hours posted
 - NHS Outlook[®] calendar
- Meet with **Assessment Director** to receive/discuss:
 - Copy of most recent Program/NHS Assessment Report
 - Division/program missions, goals, outcomes
 - Assessment calendar
 - Faculty outcomes
 - Role of faculty in assessment process

Second Semester:

- Meet with **Division Chair** to receive/discuss:
 - Advisory Board/Interagency meetings
 - Annual Nurse Educator and other professional meetings
 - Evaluation process

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Appendix

Faculty Health Care Records Checklist

Faculty Name _____ Date _____

All LCSC Nursing & Health Sciences Faculty (full-time, part-time and adjunct) are required to provide official (health care provider) documentation to Student Health Services regarding currency of immunizations and CPR requirements. Documentation must be submitted to Student Health Services upon hire or by February 1 of each year. At your annual evaluation, bring a signed copy of this document, indicating compliance with the requirements noted below. Thank you.

Student Health Services: Phone **208-792-2251** or Fax **208-792-2882**. *It is suggested that a fax be followed up with a phone call to Student Health Services.* Please keep personal copies of any documents submitted to Student Health Services.

Checklist:

_____ **Tetanus (Td or Tdap):** Provide a copy of the record of your last Tetanus. If you have not had a Tetanus booster in more than 10 years, you are required to have a Td booster. It is strongly recommended that you receive an adult Tdap for that booster.

_____ **MMR Vaccine (Measles, Mumps, Rubella):** Provide a copy of the official immunization record of your MMR vaccinations. You are required to have received two doses of MMR vaccine. If you have no record of having received two MMR vaccine you will need to:

Receive MMR series or booster

OR • Demonstrate immunity via titre or lab draw for a titre [__ Rubella Titre; __ Rubeola Titre]

_____ **Varicella (Chicken Pox):** evidence of immunity by submitting records of one of the following:

- Documentation of receiving two doses of varicella vaccine;
- Blood tests showing immunity to varicella or laboratory confirmation of prior disease;
- Receipt from a healthcare provider of (a) a diagnosis of chickenpox or herpes zoster (shingles); or (b) verification of a history of chickenpox or herpes zoster (shingles).

_____ **Current Tuberculin Skin Test:** Provide copy of results of PPD from 2006 or later. This should include: test date, reading date, signature or initials of person reading test, institution where test was given. A negative QuantiFERON TB Gold test (QFT-G) is also acceptable.

OR • Receive a test if never tested before **OR** if actual or suspected TB exposure since last PPD

_____ **Hepatitis B Vaccine:** This is a series of 3 injections. Documentation of date of complete immunization series or titre is required.

_____ **Current American Heart Association Health Care Provider CPR Card or American Red Cross Professional Rescuers CPR Card:** content covers adult, infant, and child, 1-man, 2-man. Web-based certification without documentation of hands-on testing will **not** be accepted. **Update every 2 years.** *May provide a copy of current BLS (Basic Life Support) certification or a letter verifying currency in BLS or CPR.*

Required but **NOT** submitted to Student Health Services

_____ Current Idaho RN license # _____

_____ Current Washington RN license # _____

_____ Current ARRT® or other Radiography licensure or certification # _____

Faculty Member: _____ Date: _____

Division Chair: _____ Date: _____

Travel Memorandum

TO: Division Chairs
FROM: J. Anthony Fernández, Provost
DATE: October 7, 2005
SUBJECT: Travel Request Authorizations

This will serve to clarify authorization procedures for faculty and staff in Academic Affairs who anticipate frequent travel during any given month.

Faculty or staff who travel frequently may submit all travel requests for a given month (both in-state and out-of-state) on one form at the beginning of the month and prior to traveling. Travel authorizations must be signed by the traveler and the supervisor/division chair. If out-of-state travel is part of the itinerary, then the request must be forwarded to the dean, provost, and president for approval.

In the case of travel funded by grants or other external sources for which funding has yet to be received, travel claims still must be filed within 30 days of travel and billed to a local account. When the external funds are received, the local account may be reimbursed at the request of the supervisor.

All travel claims must be processed within 30 days of the date of the travel. Travel claims not submitted within 30 days of the travel may not be honored.

A final note: All travel (except for short trips around the Lewiston/Clarkston area) requires authorization, even if reimbursement is not requested.

All other travel policies and procedures are found in the Travel Policy #4.101 of the Faculty/Staff Handbook.

Thank you for your attention to these matters.

JAF/bt

cc: Deans
Administrative Assistants
Bev Hill

NHS Syllabus Requirements & Template

All NHS faculty are required to follow the syllabus template approved by the division. This template includes elements intended to facilitate communication between the course instructors and students.

*** Starred items are have been approved by an NHS Program & LCSC Curriculum Committee. These elements match with the College Catalog and DataTel and cannot be altered without approval from the appropriate NHS program subcommittee & LCSC Curriculum Committee.**

TITLE PAGE

(the following items are placed on the Title Page or elsewhere in the syllabus if a title page is not used)

- Name of College
- Division
- Course Title, number, and section*
- Semester and Year
- Faculty names & titles (of those teaching course)
- Americans with Disabilities Act for course adaptation and accommodations (below)
- All Rights Reserved statement and date (below)

SUBSEQUENT PAGES OF SYLLABUS BODY (placed in this order on subsequent pages)

- Course Number*
- Course Title*
- Course Credits*
- Course Description* and Purpose*
- Pre- and/or Co- requisites*
- Course Competencies (objectives)*
- Professional Standards
- Topical Outline
- Required Text; Recommended Texts/Sources
- Methods of Instruction
- Description of Graded Activities; Grading Criteria for each Graded Activity
- Course Grading System
- FERPA statement (use below)
- Faculty Contact Info: Office and Online Office Hours
- Schedule of Classes, assignments, reading/ Lesson Outline with date and content topic
- Course Expectations that differ from NHS Student Handbook (statement below)

Required by Program

Professional Standards: BSN Program: **ANA Standards and Essentials** are the standards used by the BSN program. It is expected that each course demonstrates how the content, knowledge and skills required by the ANA and Essentials are integrated. Examples: weekly objectives are identified as addressing specific standards; students write to the standards in assignments; clinical performance criteria are related to stds.

Lewis-Clark State College

Division of Nursing and Health Sciences

COURSE TITLE

NU add course number and section

Add Semester and Year

Faculty name, contact information and office hours

Americans with Disabilities Act:

In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, LCSC provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional, physical, mobility, visual or hearing disabilities. If you need course adaptations or accommodations because of a disability, or if you would like for more information, please contact Student Services at 208-792-2218 (Lewiston) or Rocky Owens at 208-666-6707 (Coeur d'Alene).

All Rights Reserved. All examinations and quizzes are the property of the Division of Nursing & Health Sciences of Lewis-Clark State College and are NOT to be copied, duplicated, or reproduced in any form or manner.

Course title, number, and section:

Credits:

Course Description and Purpose:

Pre- and Co- requisites:

Course Competencies:

Applicable Professional Standards:

Topical Outline:

Textbooks:

Required:

Recommended:

Methods of Instruction:

Description of Graded Activities:

Methods of Grading: (or Pass/Fail)

Safe Assignment (Optional):

This course requires that all out-of-class written assignments be submitted as “Safe Assignments” through the course Blackboard site. Plagiarism (intentional and not) has become remarkably common in the Internet age. In order to minimize its occurrence, and to maintain a fair grading field, students work will be screened for instances of plagiarism. SafeAssign both checks source use in your writing and provides you a learning tool, **enabling you to check your work** for correct use of source materials. Each assignment will have a "draft" assignment associated with it that you may use prior to the assignment's due date to check your own work.

Approved NHS Grading Scale

GRADE	QUALITY POINTS	PERCENTAGE
A	4.00	93
A-	3.67	90
B+	3.33	87
B	3.00	83
B-	2.67	80
C+	2.33	77
C	2.00	73
C-	1.67	70
D+	1.33	67
D	1.00	60

FERPA statement:

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U. S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own “education records” and 2) “school officials” may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC’s directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.

NHS Handbook: Students are responsible and accountable for the information set forth in the current year NHS Student Handbook and should familiarize themselves with its contents. It is found at www.lcsc.edu/nurdiv under the Current Students link.

Course Expectations & Policies: Policies that are different than those in the handbook. Or, insert statement: This course follows NHS policies as outlined in the current year NHS Student Handbook.

- Attendance
- Classroom Department
- Other

Late Assignment Policy:

Students are expected to complete all course assignments in accordance with the course syllabus and submit the assignment by the stated due date. Consequences for non-submittal of an assignment may include course failure. The grade for an unexcused late assignment will be reduced by 10% per day that the assignment is late. Assignments will not be accepted four or more days after the due date.

If the student anticipates that s/he will not be able to submit an assignment on time, the student must send an email message to the course faculty at least 24 hours prior to the date and time the assignment is due. The message must include the reason(s) that the student is unable to meet the deadline and request an extension to complete the assignment. The faculty member may approve or deny this request. If the request is approved, the faculty member and student determine the new due date for submission of the assignment. If the request for extension is denied, the original due date will be enforced and the assignment grade will be reduced by 10% per day that the assignment is late.

Academic Dishonesty:

The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. Cheating or plagiarism in any form is unacceptable and may result in course failure. Refer to LCSC Student Code of Conduct: <http://www.lcsc.edu/Catalog/ss/code-of-conduct.htm>

LCSC Security & Confidentiality Statement

Lewis-Clark State College Office of Admission/Registrar

Student Employees handle a variety of proprietary and private information concerning employees, students, alumni, and others associated with LCSC, as well as confidential information regarding LCSC business. This material may include (but is not limited to) personal data such as employee home addresses, home phone numbers or student records.

It is the responsibility of all LCSC Student Employees to respect the highest level of privacy for the members of the LCSC community. Disclosure and discussion of confidential information obtained from LCSC, school or departmental records, either during or after employment with LCSC, is impermissible unless such disclosure is a normal requirement of an employee's position and has been so authorized.

Student records are protected by the Family Educational Rights and Privacy Act (FERPA). The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. LCSC employees may not disclose student information without written consent from the student, no matter what the student's age is.

How to abide by the provisions of FERPA

Typically, if you follow basic common sense, you will be able to abide by the regulations in FERPA – consider whether YOU would want that information released about yourself before you respond. When all else fails, say “No, that information is protected by FERPA, a federal law.”

Any requests for student information should be sent to the Registrar's Office, unless the student is not yet registered.

Files left lying about, monitors that are visible to others, and even items thrown into the wastebasket can result in a violation of FERPA. E-mails should also be careful not to disclose protected information.

What can you disclose about a student at LCSC without the student's written authorization?

A student can restrict disclosure of his/her record by completing a form, obtained from the Registrar's Office. By completing this form, the restrictions pertain to all bits of information about the student including whether or not the person is attending. After receiving this form, the Registrar's Office will enter a privacy code in the student's record on DataTel. If a privacy code is on a student's record, a person will not be able to access the student's record. Although FERPA does permit other information to be released, LCSC has adopted a very narrow interpretation of FERPA and permit only the disclosure of the above listed items providing a privacy code has not been entered onto the student's record.

If there is no privacy code, the following CAN be released for students:

- | | | |
|-------------------------------|--|-------------------------------------|
| 1. The student's full name | 6. Degree/certificate awarded/date conferred | 10. Athletic achievements |
| 2. Major/minor | 7. Full or part-time status | 11. E-mail address |
| 3. Previous colleges attended | 8. Withdraw date | 12. College level (Sr. Jr. So. Fr.) |
| 4. Academic honors | 9. Athlete height and weight | 13. Home town |
| 5. Dates/terms enrolled | | |

The following CANNOT be released for students:

- | | | |
|---------------------------|---------------------------------|---------------------------|
| 1. Date of birth | 5. Academic Standing | 9. Parent's address |
| 2. Social security number | 6. Credits (term/cumulative) | 10. Gender |
| 3. Student ID number | 7. Grades/GPA (term/cumulative) | 11. Entrance exam results |
| 4. Class schedule | 8. Transcript | |

Guidelines for Security and Confidentiality of Data Files

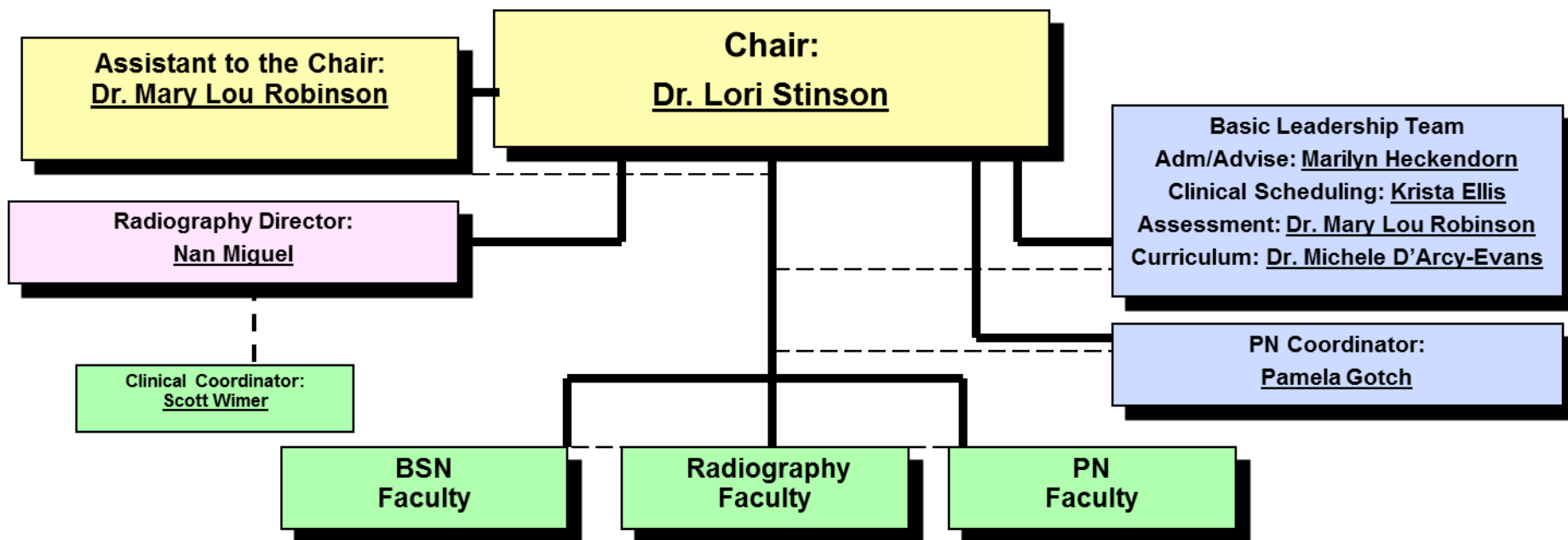
LCSC employees or persons with access to equipment and student records shall not:

- Make unauthorized use of any information in files maintained, stored, or processed by LCSC, or permit anyone else to make unauthorized use of such information.
- Seek personal benefit or permit others to benefit personally from any confidential information that has come to them by virtue of their work assignment.
- Exhibit or divulge the contents of any record or report to any person except in the conduct of their work assignment and in accordance with LCSC, departmental and office policies.
- Knowingly include or cause to be included in any record or report a false, inaccurate, or misleading entry.
- Operate or request others to operate any LCSC equipment for personal business.
- Divulge personal ID's or passwords to anyone, LCSC personnel or outside persons.
- All violations of these guidelines must be reported to the Associate Director of Admission immediately.

By signing this agreement, I acknowledge that I have read the above statements and understand them. I agree to respect the sensitivity of student records and other information I learn while working in the Office of Admission. I promise to keep all business matters, including the content of student files, confidential. I understand that breaching confidentiality will result in my immediate dismissal and could lead to civil or criminal charges.

Signature _____ Date _____

Lewis-Clark State College Division of Nursing & Health Sciences Organization Chart: Programs



BSN: Bachelor of Science in Nursing Program (Basic, RN to BSN and LPN to BSN Tracks)

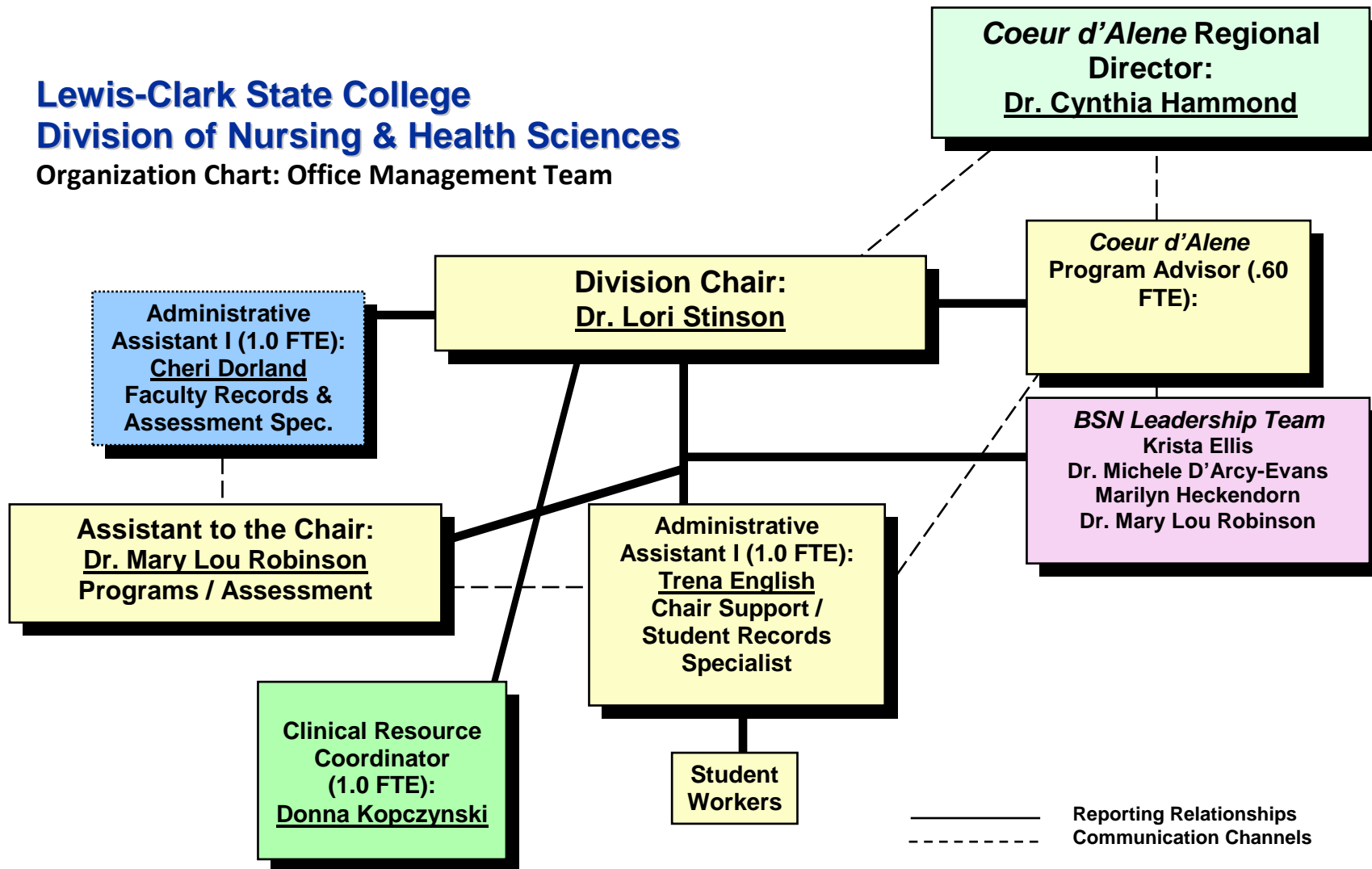
Radiography: Associate of Science (Radiographic Science) Program
Bachelor of Arts/Science in Medical Diagnostic Imaging Program

PN: Associate of Applied Science (Practical Nursing) Program

Dev 11/30/04; Chair MRH; Approved. Rev. by LS 08-11

Reporting Relationships
Communication Channels

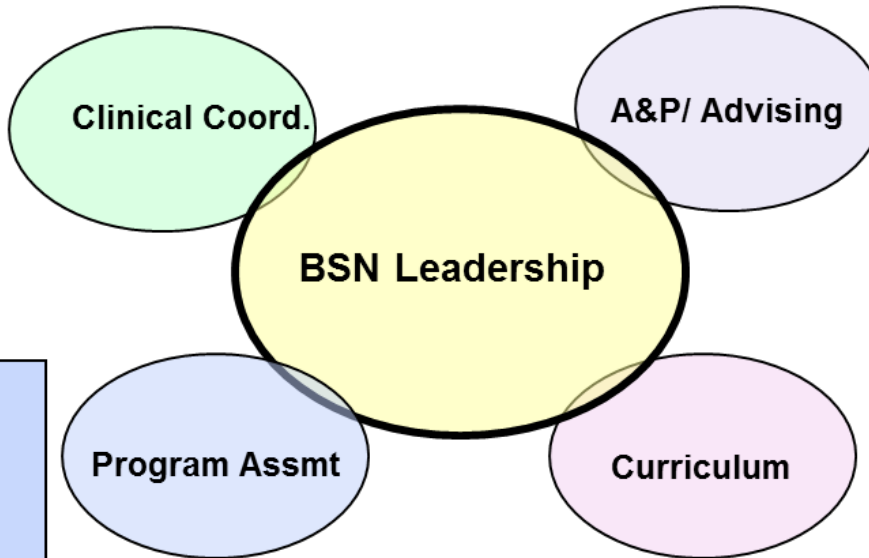
Lewis-Clark State College
Division of Nursing & Health Sciences
 Organization Chart: Office Management Team



Dev 11/30/04; Rev2.6 Approved 06/07/07 Chair MRH. (Rev. 6/11 LS)

Lewis-Clark State College Division of Nursing & Health Sciences BSN Committee Model

Simulation
 INPC
 J1/J2 meetings
 Overview of hospitals
 Outrotations
 Collaboration with PN Pg.
 Clinical contract
 Clinical planning
 Contact with agencies
 Collaboration re CRC sched



Application (monitor changes)
 Coordinate with AAI re timelines
 Petitions
 Re-entry applications
 Admission criteria
 Admit students
 Admitted student orientation
 Study plan (monitor changes)
 Course status forms/Progression
 Advising all tracks
 STAR

Work plan
 Assessment calendar
 Benchmarks
 Evaluation of assessment tools
 Develop & revise tools
 Curricular assessment

Accreditation
 Framework for curriculum
 Ensure consistency between tracks
 Curriculum proposals
 Curriculum plans
 Articulation

Lead BSN Comm. Mtgs/minutes
 Faculty teaching assignments
 BSN policies/ track handbook changes
 Broader nursing topics
 INEC/ CNEL/ IBN
 Website updates

Lewis-Clark State College Division of Nursing & Health Sciences Committee Model

Activities/ Faculty Events
 Assessment of Faculty Outcomes
 Bylaws
 Faculty Scholarship/ Development
 Faculty Handbook
 Faculty Merit & Awards
 Faculty Promotion & Tenure processes
 Faculty Recruitment
 Faculty - advisers/mentors
 New Faculty Orientation
 Library Resources
 Office Environment

Faculty Committee

Student Committee

DIVISION COMMITTEE

Program Committees

Advising (Warrior Orientation/UI);
 Advising Center, Updates
 Division-wide Student Policies/
 Student Handbooks
 Scholarships
 Student Organizations and Events
 Student Remediation & Appeal Processes
 Student Awards

Accreditation
 Advancement
 Advisory Boards
 Approve Policies
 Clinical Resource Center
 College issues
 Contracts
 Division Mission /History
 New Program Development
 Newsletter
 Recommendations from standing committees
 Recruitment /Marketing (National Career Fairs Advertisement, high school visitation)
 Recognition Ceremonies
 Unit Action Plans
 Web Pages

Program Advising
 Admission & Progression
 Articulation
 Assessment Process/ Evaluation (Student & Program)
 Clinical & other agencies (including consortia)
 Course delivery models
 Curricula
 Program Accreditation
 Outreach
 Program specific policies
 Simulation