Department of Nursing

Faculty Handbook

Revised Spring 2016
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Welcome Message

Dear ASU Nursing Faculty,

Welcome to the Adams State Nursing Program! I am delighted that you have chosen Adams State for your professional faculty career. On behalf of all current nursing faculty and staff, we welcome you to our team and look forward to working with you to educate the next generation of nursing students.

Our nursing program is accredited through the Commission on Collegiate Nursing Education (CCNE). CCNE ensures the quality and integrity of nursing programs across the nation. We believe our program is of the highest quality with student success in mind. Our curriculum is based on the 2008 Essentials of Baccalaureate Education for Professional Nursing Practice published by the American Association of Colleges of Nursing and we are governed by the Colorado State Board of Nursing regulations. The emphasis of our program is on professional nursing standards, evidence-based practice, cultural diversity, community service, and rural healthcare.

As you may know, our nursing program is extremely rigorous with high standards in an effort to provide our students with a sound nursing foundation upon graduation. Our goal as a department, however, is to prepare our students for success not only in our program but beyond graduation as a life-long learner.

Thank you for joining our team and providing excellence in the profession of nursing education.

Respectfully,

Dr. Shawn Elliott, DNP, RN, CPNP-PC
Director of Nursing

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Accreditation and Memberships

Adams State University is recognized by all major accrediting agencies and is accredited by the North Central Association of Colleges and Secondary Schools and the Higher Learning Commission.

The Nursing Department is accredited by:

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
www.aacn.nche.edu

The Nursing Department maintains the following memberships: American Association of Colleges of Nursing; Colorado Association of Colleges of Nursing; Colorado Council on Nursing Education; and National Student Nurses Association.

The Nursing Department is also home to the ASU Sigma Theta Tau Honor Society of Nursing.
# Full-Time Faculty & Staff

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Mission, Vision, Values and Goals

Mission:

ASU’s mission is to educate, serve, and inspire our diverse populations in the pursuit of their lifelong dreams and ambitions.

Vision:

To become the university community of choice for diverse and traditionally underrepresented groups and all who value quality education and inclusivity.

As members of the Adams State University community, we value:

- opportunity and access for all
- excellence in teaching and learning
- growth through inclusion of diverse cultures and ideas
- a learning and civic community of trust, respect, and civility
- caring and personal relationships
- innovation, integrity, and ethical leadership
- responsible stewardship

Department of Nursing Mission, Vision, and Goals/Outcomes

Mission

The Nursing Department shares the mission of Adams State. In addition, the mission of the Nursing Department is to prepare individuals for successful integration into the profession of nursing by providing students of nursing with an excellent theory-lead, evidence-based educational program with a focus on professional nursing standards, patient safety, cultural diversity, community service, and rural healthcare.

Vision Statement

We envision each student who graduates from Adams State Bachelor of Nursing Program will pass the NCLEX-RN exam on the first attempt; that each of our graduates will be highly successful in their chosen area of expertise within the profession of nursing; that each of these graduates will still find themselves happily employed in the profession of nursing when they are ready to retire; and that Adams State will be recognized as the premier baccalaureate nursing program in rural Colorado.

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Program Goals and Student Learning Outcomes (SLO)

The following program goals are based upon The Essentials of Baccalaureate Education for Professional Nursing Practice, published by the American Association of Colleges of Nursing (2008). Faculty strive to facilitate the student learning outcomes throughout the curriculum and upon completion of the BSN program, the graduate will meet the student learning outcomes that support the program goals.

1. Provide a Liberal Education for students seeking a Baccalaureate of Science in Nursing degree
   - SLO 1.1: Student will complete general liberal arts education of sciences, arts and culture as a requirement of general education of Adams State University for graduation and the mission of ASU

2. Provide Basic Organizational and Systems Leadership for Quality Care and Patient Safety
   - SLO 2.1: Students will demonstrate knowledge regarding quality assurance and patient safety strategies throughout curriculum
   - SLO 2.2: Students will apply leadership knowledge to improve quality care and patient safety using inter professional collaboration within practice settings

3. Provide Scholarship for Evidence Based Practice
   - SLO 3.1: Students will receive evidenced based knowledge within all theory and clinical courses
   - SLO 3.2: Students will research, synthesize and present evidenced based research throughout nursing program
   - SLO 3.3: Students will understand the importance of staying current with evidenced based practice

4. Provide Information Management and Application of Patient Care Technology
   - SLO 4.1: Student will analyze and safely implement nursing informatics throughout the curriculum

5. Provide education regarding Healthcare Policy, Finance, and Regulatory Environments
   - SLO 5.1: Student will be familiar with current challenges and professionalism within the evolving healthcare environment
   - SLO 5.2: Students will understand health care policy, finance, regulation, scope of practice and advocacy in regards to the nursing practice

6. Provide Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
   - SLO 6.1: Students will identify professional communication strategies for the purpose of acquisition, collaboration, analysis, and dissemination of knowledge within an interdisciplinary health care team
   - SLO 6.2: Student will be able to effectively communicate in verbal, written and electronic formats

7. Provide Clinical Prevention and Population Health Education
   - SLO 7.1: Students will describe processes to promote, protect, and restore the promotion of health in the community both locally and globally

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8. Demonstrate and Teach Professionalism and Professional Values
   - SLO 8.1: Students will demonstrate professional standards of moral, ethical and legal behavior while providing care to patients, families and communities
   - SLO 8.2: Students will demonstrate professional standards of moral, ethical and legal behavior while interacting within academic and healthcare settings
   - SLO 8.3: Students will demonstrate altruism, excellence, caring, ethics, respect, communication and accountability
   - SLO 8.4: Students will assume accountability for professional and personal behavior

9. Provide Baccalaureate Generalist Nursing Practice Education and that first-time pass rates for the NCLEX-RN exam will be at or above the national mean for BSN programs
   - SLO 9.1: Student will integrate nursing theory, skills and professionalism as delineated in the BSN Essentials of Baccalaureate Education for Professional Nursing Practice
   - SLO 9.2: Students will demonstrate compassionate, culturally competent, evidenced based interventions to provide safe, holistic patient centered care
   - SLO 9.3: Students will demonstrate lifelong learning and continuous self-reflection to promote personal and professional growth
   - SLO 9.4: Students will pass the NCLEX exam the first time

10. Demonstrate professional writing skills per the American Psychological Association format
    - SLO 10.1: Students will be prepared to enter graduate studies
    - SLO 10.2: Students will be prepared to submit articles to professional publications

Other National standards and guidelines that are used to guide the BSN curricula include:

- National Council Licensure Examination for Registered Nurses (NCLEX-RN) Test Plan (National Council of State Boards of Nursing)
- Quality Safety and Education for Nurses (QSEN) Competencies
- Institute of Medicine (IOM) Core Competencies


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Philosophy

The philosophy of ASU’s Nursing Department is centered on the success of the student. It is our belief that students learn best in a supportive environment, thus caring is an integral element in the educational program. Caring by the faculty role model assists the student to assimilate caring into nursing practice.

The essence of nursing is the caring relationship between client and nurse, designed to preserve and enhance the integrity, dignity and worth of the individual. Ethical, moral, legal and humanistic principles are upheld within this relationship. These principles are incorporated into the education of the ASU nursing student.

The nurse is a professional member of an interdisciplinary team who practices the art and science of nursing from a holistic perspective. The nurse collaborates with patients and the health care team for the design, provision, management and coordination of quality and safe care.

Communication, leadership and critical thinking skills are mandatory for the assessment and provision of nursing care. The nurse’s clients include individuals, families, groups and communities.

Health promotion, risk reduction and disease prevention are essential ingredients of nursing care. The nursing process and information technologies enable the nurse to practice within an evidenced based model. The professional nurse advocates for quality care that respects human diversity within a global environment. Involvement in professional organizations, as well as in the political and regulatory processes, demonstrates the nurse’s commitment to the profession of nursing.
General Information

ASU Email

All ASU faculty and staff, including adjunct will be assigned an ASU email account for all official business to be conducted from.

Name Tags and Badges

All faculty teaching in a classroom will be given an ASU name tag and it is expected that you will wear it while on campus to identify who you are to students, visitors, and prospective students. If you are clinical faculty, you will also require a clinical name badge to be worn in the clinical setting. These are obtained from AITC on the first floor of McDaniel Hall. This will be initiated by the DNEP upon hire.

Office Hours

ASU full-faculty are expected to clearly post office hours and adhere to them, as students will be trying to contact you for a variety of reasons. Campus expectation for faculty office hours is 10 hours per week with 5 hours consistently kept and 5 hours arranged.

Adjunct faculty teaching on-campus theory courses are expected to keep 1 consistent office hour and 1 hour by appointment. The cubicles located in the nursing office area may be utilized for these hours.

Adjunct faculty teaching hybrid or online courses and Adjunct Clinical Faculty are expected to be available virtually for student inquiry in a manner that ensures accessibility to students. You must specify in your syllabus your expectations for student inquiry and faculty response. You may choose to specify virtual office hours.

Student Recruitment

All full-time nursing faculty are responsible for recruitment. Responsibilities may include:

- Representing the Department at school career fairs
- Presenting program information to area agency staff
- Brochure development and revision
- Communication with appropriate high school staff, such as counselors and health education teachers.
- Participating in University-wide activities such as the University Discovery Days each semester.

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**Academic Advising**

Once P2 retention status is achieved, faculty will be assigned a student advisement load. Faculty advisors will develop and/or maintain a degree plan for each advisee. Requested course substitutions MUST be approved by the DNEP with input from individual instructors, as appropriate. The DNEP will forward course substitution to the ASU Records Department.

*New students*: Referrals for advisement can be initiated from the University Academic Advisement Center or self-referrals from students who present first to the Department. The Administrative Assistant arranges for faculty to meet with referred/interested students. After students are accepted to ASU, they will be assigned a faculty advisor.

*Students admitted to the Nursing Program.* Once in the program, students must meet with their faculty advisor each semester prior to registering for the following semester classes.

**Learning Management System**

ASU utilizes Blackboard as their platform for instructional technology. The nursing program utilizes blackboard for all the courses in both nursing programs. ASU’s Academic Instructional Technology Center (AITC) has a website with information and useful tips on getting started. Please visit [https://www.adams.edu/academics/ait](https://www.adams.edu/academics/ait) to get started in familiarizing yourself with this technology. Click on the Instructional Training link to explore Professional Development Opportunities.

All faculty, including theory/clinical adjunct faculty, are expected to utilize blackboard to communicate with students, grade assignments, and enter grades throughout the semester.

**Final Grades**

All faculty, including theory/clinical adjunct faculty, are responsible for entering final grades at the end of the semester into the ASU Banner grade system. If students receive an incomplete in a course, all faculty are responsible for obtaining the required paperwork. Adjunct faculty will need to handoff the required monitoring of the incomplete status until work is done and a final grade is assigned to either a full-time faculty or the DNEP. That person is then responsible for officially changing the grade in the ASU Banner system.

**Faculty Development Resources**

These resources are available to all ASU full-time, adjunct, and preceptors.

- Self-paced TEED course for blackboard - (ask DNEP for registration instructions)
  - This will walk you through all the in/outs of utilizing blackboard

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• Nurse Tim Webinar Subscription - (ask DNEP for registration instructions)
  ○ Offers a wide range of webinar topics related to nursing education

• Keith RN - http://www.keithrn.com/
  ○ Awesome resource for nursing educators (classroom & clinical)
  ○ Offers lots of free resources plus some for sale

• American Association of Colleges of Nursing (full-time faculty only)
  ○ http://www.aacn.nche.edu/
  ○ Offers wide variety of resources related to Advancing Higher Education in Nursing

• Turnitin - http://turnitin.com/
  ○ Turnitin is used for all our student papers, this site can offer resources on utilization of the programming.

• National Council of State Boards of Nursing - https://www.ncsbn.org/index.htm
  ○ View NCLEX test plans to help guide content in class and the clinical setting.

**Additional Clinical Faculty Information**

• Please watch this informative orientation clinical instruction video to help you prepare to teach clinical for ASU.
  https://echo360.org/media/71b759c1fec99a3b23df2eb1c10c1ca6caecab6e7bd734f4c85229719f5c13ab200c9b75d11316cd/public

• Clinical Nursing Instructor Preparation Course
  ○ http://knowlessk.wix.com/nurse-educator
  ○ This is an optional course for your own growth as a clinical instructor, it is free & may take approximately 20 hours to complete. The creator of the course only ask that you share feedback with her once you complete it.
Faculty Retention, Tenure, and Promotion

This information is meant to provide the faculty of the Department of Nursing (“Department”) with basic information regarding performance expectations for making retention, tenure, and promotion recommendations and to assist them in preparing annual evaluation folders. The chair of the department will also use these guidelines for annual evaluation purposes. This information is designed to conform to sections IV-VI of the Adams State University Faculty Handbook (“Handbook”) adopted by the faculty in 2006 and amended by the Trustees on May 8, 2009.

The Handbook provides for four evaluation levels – Exemplary, Meritorious, Satisfactory, and Needs Improvement – in the three categories of Teaching, Scholarly/Creative Activity, and Service. Specific expectations that reflect the values of the Department and meet the satisfactory level of performance in each category are contained in this document. Please note that the expectations listed in each category are examples and should not be considered items to be “check-off”. Performance in Teaching is given the most weight, in accordance with the role and mission of ASU. The Department recognizes that there should be different expectations for new faculty than established faculty; as a result, the expectations in each category are divided into three experience groups: P1-P2, P3-P4, and P5-Tenured.

The document should be reviewed on a regular basis (every 2-3 years) by Department faculty for possible revision. Significant changes in the Handbook, course evaluation tool/administration mechanism, etc. may trigger more frequent review/revision.

The Department Values:

- High-quality and rigorous student-centered instruction;
- Courtesy and respect among the faculty for each other, students, and staff;
- Academic freedom and respect for different pedagogical techniques/methods;
- Scholarly activity that permits professional growth in the disciplines and that promotes effective learning by students;
- Active nursing practice that keeps faculty up-to-date in their general practice/specialties;
- Leadership modeling through membership and participation in local, state, and national nursing professional organizations;
- Learning activities, outside of the formal course time, that support students in academic growth;
- Service to the department, the university, the community, and the disciplines.

Teaching

Effective teaching involves mastery of the subject, a capacity for organization and communication of material that facilitates student learning, and maintaining currency in one’s discipline. Throughout the academic year, faculty are expected to:

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• Adhere to their scheduled course dates/times with 100% substitute coverage for courses with planned absences;
• Keep office hours as scheduled and outlined by ASU policy;
• Be available for academic advising during peak times prior to registration opening up.
• Submit final grades on time;
• Promote significant student participation on course evaluations. This means asking students to fill out the online evaluations during the final two weeks of the semester. Faculty should strive to achieve at least a 50% evaluation level from students who have been regularly attending the course;
• When applicable, receive satisfactory clinical instructor evaluations from institutions used for clinical placements.

Satisfactory Level Performance Expectations in Teaching

Satisfactory performance means fulfilling all the teaching expectations outlined above with additional criteria listed below for each level of experience:

**P1-P2:** It is expected that beginning faculty will spend the majority of their time preparing for new classes and/or adjusting to the demands of a full-time teaching position. Satisfactory performance may be indicated by:
- Overall average student ratings of courses above 3.5/5 and at least some positive written comments on the current online student evaluations.
- 75% of a course’s student population meets the recommended level of performance on standardized examinations (HESI/Kaplan).
- Favorable feedback from peers/chair on course visitations, especially with respect to:
  - Development of skills in presentation of course materials;
  - Good interaction with students;
  - Demonstration of commitment to teaching;
  - Evidence of desire to improve teaching skills;
  - Appropriate rigor of courses (determined, for example, by syllabi, sample exams and other assignments, lecture notes, course level, and grade distribution).

**P3-P4:** Satisfactory performance at this level may be indicated by:
- Overall average student ratings of courses above 3.75/5 and significant positive written comments for each course evaluated using the current online student evaluations.
- 85% of a course’s student population meets the recommended level of performance on standardized examinations (HESI/Kaplan).
- Favorable feedback from peers/chair on course visitations, with particular emphasis on:
  - Evidence of growth as a teacher;

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Evidence of interest in course improvement (adoption of new strategies and/or pedagogical techniques);
Evidence of concern for student progress (e.g., holding review sessions/providing review sheets for exams, meeting with individual students outside of normal office hours).

**P5-Tenured:** Satisfactory performance at this level may be indicated by:

- Overall average student ratings of courses above 4/5 and a majority of positive written comments for each course evaluated using the current online student evaluations;
- 95% of a course’s student population meets the recommended level of performance on standardized examinations (HESI/Kaplan);
- Taking initiative in course improvement (adoption of new strategies and/or pedagogical techniques);
- Development of new courses or significant revisions to existing courses;
- Willingness to contribute to the development of the program’s curriculum.

**Scholarly/Creative Activity**

The Oxford dictionary defines scholarly as “Involving or relating to serious academic study”. According to the Merriam-Webster dictionary, scholarly is defined as “1) concerned with or relating to formal study or research, and 2) having the characteristics of a scholar”. There are many attributes/characteristics of a scholar. In everyday nursing practice; nurses use those scholarly attributes/characteristics to deliver holistic, patient-focused care through the nursing process of 1) Assessment (data collection and analysis); 2) Diagnosis (making clinical judgments); 3) Planning care, setting goals, and determining outcomes; 4) Implementation (delivering care/interventions); and 5) Evaluation of the care and making/coordinating modifications as needed.

Nursing is a licensed profession regulated by a State Board of Nursing which is responsible for enforcing statutes, rules and policies as promulgated by the Nurse Practice Act and has staff overseeing education, licensing and enforcement of nurses. The following is a partial quote from the American Nurses Association (ANA): “The public has a right to expect registered nurses to demonstrate professional competence throughout their careers. ANA believes the registered nurse is individually responsible and accountable for maintaining professional competence.” “Assurance of competence is the shared responsibility of the profession, individual nurses, professional organizations, credentialing and certification entities, regulatory agencies, employers, and other key stakeholders.” Nurses must meet these expectations in order to practice nursing. Professional role competence is an outcome as well as an ongoing process of lifelong scholarly learning through activities that integrate knowledge, skills, abilities, and judgment from formal, informal, and reflective learning experiences. Competency is then the expected level of performance that integrates those learning experiences. Registered nurses must continually reassess their competencies and identify needs for additional

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knowledge, skills, personal growth, and integrative learning experiences. We are annually evaluated for knowledge and skills competency in our clinical work environments.

In the world of healthcare, new information is continually being published from research. As nursing professionals, it is our duty to stay up to date on the latest evidence by reading and critically appraising health care literature and applying the new evidence to our practice. Furthermore, as a nursing faculty member, it is our duty to teach nursing students the latest evidence on any given subject and we are often sought out in the clinical area as a resource for knowing the latest evidence in our specialties.

Scholarly activities in the field of nursing education are broadly defined and should ultimately 1) enhance a nursing program’s curriculum and stature; 2) maintain/increase faculty knowledge and competence within the field of nursing and nursing education, and 3) help disseminate new knowledge to peers, students, and the nursing community. To maintain nursing competence within the faculty role, faculty are expected to:

- Maintain an active nursing license and practice outside of the faculty role. The Department recognizes that certain factors may preclude opportunities to practice;
- Maintain basic certifications in BLS, ACLS, PALS, etc. as applicable to practice;
- Read and critically appraise peer-reviewed, scholarly journal articles related to both our practice and nursing education;
- Seek professional development opportunities.

The Department recognizes that budgetary considerations, at least to some degree, may influence the extent of involvement in certain types of scholarly/creative activities.

**Satisfactory Level Performance Expectations in Scholarly/Creative Activities**

During the first two years, faculty are expected to focus primarily on teaching. Satisfactory performance means fulfilling all the scholarly/creative activity expectations outlined above with additional criteria listed below for each level of experience:

**P1-P2:** Satisfactory performance may be indicated by:

- Attendance/participation in meetings and/or workshops that are pedagogical and/or disciplinary based;
- Development/use of technology (when appropriate) to enhance course delivery
- Participate in program-level seminars;
- Presentation of relevant literature reviewed at department meetings.

**P3-P4:** Satisfactory performance at this level means maintaining P1-P2 level activities with additional criteria as indicated by:

- Expansion of knowledge in subject area and/or teaching methodologies and applying/adapting that knowledge to current course;
- Participate in Quality Improvement projects;
- Obtaining/maintaining certification in a specialty;

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• Professional presentations to the local nursing community to disseminate evidence-based research to improve clinical care of the general public.
• Professional presentation and/or poster at a state level meeting/conference;
• Published article in scholarly or professional/trade journal or other professional publication;
• Other activities could include official textbook reviewer, exam item writers, etc.

**P5-Tenured:** Satisfactory performance at this level means maintaining P1-P4 level activities with additional criteria as indicated by:

• Provide opportunities for student and/or faculty involvement in research or quality improvement projects;
• Professional presentation and/or poster at a national level meeting/conference;
• Development of a new course or significant revisions to existing courses based on recent advances in the discipline and/or new advances in teaching pedagogy;
• Development/adaptation of novel pedagogical techniques/methods;
• Enhance funding from external sources for projects and/or improvements.

**Service**

Faculty are expected to provide service to the department, profession, and to the community following the guidelines outlined in the ASU faculty handbook for the Annual Activities Summary and Professional Performance Plan. Faculty are expected to:

• Share in providing service to students outside the classroom;
• Contribute their expertise to assist in meeting program/department/university goals and responsibilities;
• Provide professionally relevant service to P-12 education and the larger community;
• Participate in and help to meet needs of relevant local professional organizations/societies.

Service expectations will grow in proportion to one’s time at ASU. The Department recognizes that budgetary considerations, at least to some degree, may influence the extent of involvement in certain types of service.

**Satisfactory Level Performance Expectations in Service**

Satisfactory performance means fulfilling all the service expectations outlined above with additional criteria listed below for each level of experience:

**P1-P2:** Satisfactory performance may be indicated by:

• During the first year, attend and participate in program, department, and university meetings (including commencement).

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• During the second year, faculty will become involved with student advising;
• Participate in a university-level committee;
• Initiate/maintain membership in a professional organization and attend meetings if local.

**P3-P4:** Satisfactory performance at this level means maintaining P1-P2 level activities with additional criteria as indicated by:

• Participate in professional organization committees;
• Take responsibility for a department chore such as book bundles, scholarship review, end of semester math exams, etc.;
• Participate in outreach activities to the community (e.g., Health Fairs, CHAMP, ASU sponsored recruiting activities, etc.);
• Faculty representative for student organizations;
• Participate in community leadership activities;
• Disseminating evidence-based research to local nursing community to improve clinical care of the general public.

**P5-Tenured:** Satisfactory performance at this level means maintaining P1-P4 level activities with additional criteria as indicated by:

• Seek officer/board membership within a professional organization;
• Continued service to the nursing discipline through mentoring, preceptorship, etc.;
• Seek membership/board representation on community boards.

Faculty are reminded to refer to Section IV of the Handbook for supporting evidence to be included in the Annual Evaluation Folder (AEF) and Professional Performance Plan (PPP). To facilitate the annual evaluation by the department chair, faculty are encouraged to include as much of the supporting evidence as possible and to follow the format outlined in the Handbook. The self-evaluation components in each category (teaching, scholarly activity, service) should, in general, be limited to no more than three (3) pages each. The PPP should, in general, be limited to no more than five (5) pages and should include progress made towards achievement of stated activities in prior PPPs.

**Tenure & Promotion to Associate Professor:**

Candidates for tenure and promotion to associate professor must exhibit a consistent pattern of meritorious or exemplary ratings in the area of teaching, and of at least satisfactory ratings in all other areas of evaluation. The performance expectations listed in this document are only for the satisfactory level; thus, probationary faculty in their second/third year are encouraged to visit with colleagues and the chair to discuss how to attain the necessary consistent pattern. While teaching effectiveness is valued as the most critical component of the evaluation process, faculty seeking promotions are also expected to demonstrate a record of scholarly/creative activity in their discipline.

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Nominally, this would involve presentations at local or regional professional meetings (update on evidence based practice, original research, quality improvement project, or pedagogical innovations); mentoring of undergraduate students in independent study/research; reviews of journal articles, books, and/or grants.

**Promotion to Professor:**

In addition to a consistent pattern of meritorious or exemplary evaluations in all areas of evaluation, it is essential that candidates for promotion to Professor demonstrate a record of one of the following: ongoing, significant contributions to the academic discipline at the regional or national level; ongoing, significant service to the campus; or ongoing, significant contributions to the surrounding community. Nominally, “significant contributions to the academic discipline” would involve publication of scholarly articles in peer-reviewed journals; presentations at national professional meetings (update on evidence based practice, original research or pedagogical innovations); mentoring of undergraduate students in independent study/research; reviews of journal articles, books, and/or grants; writing of grants to national funding sources; and/or professional consulting. In recognition of the university’s institutional mission, scholarly activities that focus on pedagogy shall be considered appropriate.

For discussion of “significant service to the campus” and “significant contributions to the surrounding community”, please refer to the Faculty Handbook.

**References:**

(http://nursingworld.org/MainMenuCategories/Policy-Advocacy/Positions-and-Resolutions/ANAPositionStatements/Position-Statements-Alphabetically/Professional-Role-Competence.html)

http://www.merriam-webster.com/dictionary/scholarly

http://www.oxforddictionaries.com/us/definition/american_english/scholarly

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Nursing Department Role Definitions,
Descriptions, and Responsibilities

**Director of Nursing Education Program (DNEP)**

The Director of the Nursing program is responsible for the continued development, implementation, promotion and daily operation of the ASU Baccalaureate Programs. Specific responsibilities include, but are not limited to:

1. Responsible for design, planning, sequencing and evaluation of program curricula. Work/coordinate with Health Care Providers/employers in geographic recruiting area. Work/coordinate with Community Colleges to recruit RN to BSN students.
2. Accountable for program accreditation.
4. Respond to and maintain compliance with Nurse Practice Act as well as state and federal regulatory and accreditation agencies.
5. Negotiate Preceptors.
6. Advise students in nursing as well as non-nursing degree requirements.
7. Seek/organize scholarships, work study, part time employment and other financial aid for students. Hire necessary personnel to effectively meet mission, goals, and student outcomes.
8. Responsible for determining the need for additional faculty release time for administrative duties. Participate in the Nursing Advisory Committee. Gather and analyze program review and improvement data.
9. Teach a 6 credit hour load per academic year with release time per Colorado State Board of Nursing Regulations.
10. Develop, coordinate, and collaborate in the use of educational facilities and clinical resources.
11. Participates in faculty governance and faculty development activities.
12. Maintain professional expertise by completing activities in the areas of teaching and administration. Conduct performance evaluations and develop improvement plans for nursing faculty.
13. Participate in planning processes for administering the program budget. Write, submit, and manage grant applications and awards.
14. Arrange for experiential credit and credit by examination. Reports to Vice President of Academic Affairs.
15. Maintain relationship between the Nursing Education Program and Governing Body. Perform other duties as assigned.

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Qualifications:

- Master’s degree in nursing. PhD or DNP preferred.
- Two years of full-time professional nursing clinical experience.
- Two years of full-time teaching experience at the baccalaureate level or above in a nursing education program.
- Documented knowledge and skills related to teaching adults, teaching methodology, curriculum development, and curriculum evaluation.
- Hold a current license in good standing to practice as a Registered Nurse in Colorado, or be eligible to obtain a Colorado Registered Nurse license.

**Nursing Faculty**

Major responsibilities include:

1. Teach up to 12 credit hours per fall and spring semesters.
2. Advise students in nursing degree requirements.
3. Design and implement theoretical, clinical or laboratory instruction plus evaluate and revise course curriculum.
4. Evaluate student achievement of course objectives related to nursing knowledge and practice.
5. Participate in development, implementation, evaluation, & revision of Nursing Education Program.
6. Provide oversight and evaluation of Associate Nursing Instructional Personnel.
7. Participate in development, evaluation, and revision of student policies.
8. Participate in college and departmental services.

Qualifications:

- Master’s degree in nursing. PhD or DNP preferred.
- Two years of full-time professional nursing clinical experience.
- Two years of full-time teaching experience in a nursing program or equivalent experience preferred.
- Hold a current license in good standing to practice as a Registered Nurse in Colorado, or be eligible to obtain a Colorado Registered Nurse license.

**Nursing Clinical Faculty**

Major responsibilities include:

1. Assigns students to patients within the clinical setting.
2. Manages student’s learning opportunities as needed throughout the clinical shift.
3. Assists the student in integration of theory and practice, specific to the course’s learning activities and level of the learner.

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4. Evaluates the student’s development of clinical reasoning skills while observing and guiding students’ learning activities with clients.
5. Is available at all times the student is in the clinical setting.
6. Evaluates students each clinical day utilizing the Clinical Evaluation Tool.
7. Participates as a member of the course team in the course’s evaluation activities with the ASU Faculty.
8. Provides feedback to the ASU Clinical Placement Coordinator regarding the clinical setting’s effectiveness in supporting student accomplishment of the course and program outcomes.

Qualifications:

- Master’s degree in nursing. PhD or DNP preferred. Enrolled in a Nursing Graduate degree is also acceptable.
- One year of full-time professional nursing clinical experience in area of instruction.
- Hold a current license in good standing to practice as a Registered Nurse in Colorado, or be eligible to obtain a Colorado Registered Nurse license.

**Associate Nursing Instructional Personnel (ANIP)**

ANIP’S assist with teaching in the laboratory, simulation or actual patient environment’s under the supervision of ASU nursing faculty.

Qualifications:

*Laboratory/Simulation:*

- Hold a current license in good standing to practice as a Registered Nurse in Colorado, or be eligible to obtain a Colorado Registered Nurse license.

*Clinical Setting:*

- Bachelor’s degree in nursing.
- Two years of full-time professional nursing clinical experience
- One year of full-time professional nursing clinical experience in area of instruction.
- Hold a current license in good standing to practice as a Registered Nurse in Colorado, or be eligible to obtain a Colorado Registered Nurse license.

**Clinical Preceptor**

1. Provides continuity of direct instruction, and supervision to the student as consistent with the student’s learning needs, throughout the students preceptor shift.

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2. Is immediately available at all times, the student is to be in the clinical agency with the preceptor.
3. Serves as a professional nurse role model consistent with the scope of practice of the registered nurse.
4. Through questioning and advising, supports the student’s practice and growth with clinical inquiry and reflective practice.
5. Supports the student’s growth in the use of evidence-based practice.
6. Provides ongoing and timely feedback to the faculty regarding the student’s learning needs and performance.
7. Notifies the faculty immediately with any concerns regarding student or client safety and well-being.
8. Confers with the faculty about additional/alternative learning activities consistent with the student learner and course outcomes.
9. Assists the student in activities to gain an understanding of the agency/unit’s goals, system of care delivery, procedures, and client population.

Qualifications:

- Bachelor’s degree in nursing.
- One year of full-time professional nursing clinical experience in area of instruction.
- Hold a current license in good standing to practice as a Registered Nurse in Colorado, or be eligible to obtain a Colorado Registered Nurse license.

Clinical Placement Coordinator

Major responsibilities include:

1. Managing all aspects of undergraduate nursing clinical placement.
2. Seeking out and securing new nursing clinical sites for clinical placement.
3. Ensuring clinical contracts are in place, signed, current, and accurate with each facility.
4. Acting as a liaison for all student, faculty, preceptor, and agency inquiries for undergraduate clinical placement.
5. Creating, reviewing, and revising all associated clinical materials for students, faculty, and agencies.
6. Creating and maintaining a tracking system to schedule, manage, and maintain all clinical placements and associated clinical requirements.
7. Tracking preceptor and clinical faculty information.
8. Managing clinical scholar contracts.
9. Developing and maintaining alliances throughout neighboring nurse compact state agencies to coordinate clinical placements.
10. Advising nursing students.

Qualifications:

- Associate Degree, Bachelors preferred

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• Proficiency in Microsoft word applications (Word, Excel, Access, PowerPoint)
• Experience in public relations and/or professional networking
• Excellent communication and interpersonal skills
• Ability to work effectively as a team member
• Detail-oriented and demonstrates excellent organization skills
• Ability to travel

Simulation Laboratory Coordinator

Major responsibilities include:

1. Promote and monitor for a safe laboratory environment.
2. Coordinate lab and simulation activities in conjunction with faculty.
3. Assist with set up and cleanup of simulation activities.
4. Create needed moulage for simulations (blood, urine, etc).
5. Management of technology during simulation activities.
6. Provide troubleshooting of technical difficulties.
7. Provide maintenance and upgrades to simulation laboratory equipment.
8. Management of the procurement and installation of equipment.
9. Network with multiple simulation/technology vendors
10. Create, maintain, and evaluate simulation policies and procedures.
11. Provide management of laboratory inventory.
12. Management of simulation laboratory budget in conjunction with DNEP.
13. Investigation of grants and other financial support.
14. Assist with Public Relation activities – lab tours, community simulation projects, recruiting/organizing volunteers, etc.
15. Assist in training faculty with equipment and technology as well as simulation methodology.
16. Provide correspondence, reports, promotional materials, and other documents as necessary.
17. Maintain department websites

Qualifications:

• Associate Degree in Information Technology, Bachelors preferred.
• One year of full-time Information Technology experience.
• Proficiency in Microsoft word applications (Word, Excel, Access, PowerPoint)
• Ability to work effectively as a team member
• Detail-oriented and demonstrates excellent organization skills.

Administrative Assistant

Major responsibilities include, but are not limited to:

1. Serve as a primary information resource for administration, faculty, staff, and students of the Nursing Department. Possess a thorough understanding of the

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nursing programs at both Adams State and the Colorado Community College System.

2. Basic nursing student advising. Be able to explain programs, answer questions, and provide informational materials. Respond to and resolve any complaints.

3. Coordinate student recruitment process with the DNEP by determining target markets and developing market approach, developing mailing lists and other promotional materials. Organize distribution of program information. Attend enrollment meetings to determine needs and to effectively design and implement the process for enrollment management.

4. Assist DNEP with development of class schedules for all nursing classes. Coordinate and monitor classroom and equipment usage.

5. Process purchases for the Nursing Department using general funds, grants, or auxiliary accounts. Manage reports system for procurement method.

6. Take minutes at all department related meetings.

7. Create and implement office policies and procedures.

8. Maintain confidential student records.

9. Maintain student academic files.

10. Monitor Colorado State Board of Nursing and Collegiate Commission for Nursing Education (CCNE) policies and procedures for changes in nursing education program and faculty credential requirements.

11. Maintain current faculty records.

12. Draft correspondence, reports, promotional materials, and other documents as necessary.

13. Organize and host special meetings related to the Nursing Department and provide technical assistance.

14. Train and inform new faculty on the use of office equipment, policies, chain of command, purchasing, and other ASC required information.

15. Prioritize and delegate work assignments and supervise temporary student employees (work-study).

16. Monitor faculty and staff credentials per Adams State College and Colorado State Board of Nursing policies and procedures.

17. Assist DNEP with department budget.

Qualifications:

- Associate Degree in appropriate discipline. Work experience in a directly related position/area may be substituted year for year to meet the Associate’s degree requirement.
- Proficiency in Microsoft word applications (Word, Excel, Access, PowerPoint)
- Ability to work effectively as a team member
- Detail-oriented and demonstrates excellent organization skills.

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