

Lakeview College of Nursing

FACULTY HANDBOOK 2024 - 2025



A History of

adaptability • caring • excellence • integrity • service

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DISCLAIMER

The information in the Faculty Handbook is subject to change, modification, interpretation, and elimination at any time due to action by federal and state governments, the Board of Directors, or the College Administration.

The Faculty Professional Development Committee reviews the Faculty Handbook annually and will be updated with the latest copy on Lakeview's website.



INTRODUCTION

This handbook is intended to be a resource for faculty. It is meant to supplement other written documents, including:

- ❖ Policy Manual found at <https://www.lakeviewcol.edu/employee-resources>
- ❖ College Catalog/Student Handbook
- ❖ College Assessment Program (CAP)
- ❖ CCNE Self-Study Report(s)
- ❖ HLC Assurance Argument
- ❖ Annual Reports of College Committees
- ❖ Strategic Plan

It is highly suggested that this Handbook be read with Lakeview Catalog/Student Handbook. All of the above documents are available at Lakeview or on the website.

FACILITY

Location

Lakeview College of Nursing is located in Danville, IL, with another location in Charleston, IL.

Danville – Main Campus
903 N. Logan Ave.
Danville, IL 61832
217-709-0920



Charleston – Additional Location
580 W. Lincoln Ave.
Charleston, IL 61920
217-709-0920



Board of Directors, Administration, Faculty, and Staff

Board of Directors:

<https://www.lakeviewcol.edu/board-of-directors>

Administration, Faculty, and Staff:

<https://www.lakeviewcol.edu/faculty-staff-directory>

Academic Calendar

Please check <http://www.lakeviewcol.edu/academic-calendar> for the current academic calendar.

Accreditations and Approvals

Lakeview College of Nursing is approved by the [Illinois Board of Higher Education](#), 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377, 217-782-2551, and the [Illinois Department of Financial and Professional Regulation's Board of Nursing](#), James R. Thompson Center, 100 West Randolph Street, Suite 9-300, Chicago, IL 60601, 312-814-2715 to grant the baccalaureate degree in nursing.

Lakeview College of Nursing is accredited to grant the baccalaureate degree in nursing by The Higher Learning Commission www.hlcommission.org, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, 312-263-0456.

The baccalaureate degree program in nursing at Lakeview College of Nursing is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20036, 202.887.6791.

ABOUT LAKEVIEW

Mission, Vision, and Values

Lakeview College of Nursing Mission

Lakeview College of Nursing has a central focus to be a dynamic center of educational excellence as a diverse and inclusive College community that works together, exemplifying adaptability, integrity, and caring. The College will be forefront to the trends in health care and committed to nursing as a profession by preparing safe, competent, patient-centered, caring professional nurses for leadership, service, and practice for the advancement of the nursing profession.

Vision Statement

Lakeview College of Nursing aspires to be the college of choice for professional nursing in Illinois and recognized nationally for nursing excellence.

Values

Lakeview College of Nursing's mission and vision are based on the five core values:

Adaptability is the process of modifying behavior as indicated to changing circumstances as evidenced by flexibility and accommodation of changing, evolving, and unpredictable situations involving self, individuals, families, groups, and communities. Adaptability is the ability of the nurse to respond quickly to unexpected events, utilize problem-solving, contribute to innovative solutions, and to think creatively. Adaptability is building a sense of community within and outside the College through understanding and appreciating a diverse, multicultural society.

Caring as a central paradigm of nursing enables one to transcend the self and serve all people. Caring considers the holistic nature of people and the complexity of the human condition. In caring, the nurse demonstrates a commitment to the welfare of self, individuals, families, groups, and communities. Caring is viewed as attitudes, behaviors, and values that take on a spiritual dimension. Attitudes and values that send a message of support, empathy, genuineness, and commitment to another are integral to this concept.

Excellence is the quality of being superior or very good at what one does and applying that quality in all actions to generate optimal and recognizable outcomes. Excellence is represented through the implementation of quality improvement initiatives, purposeful management of resources, promotion of lifelong learning, and fostering care delivery models that raise the level of nursing practice.

Integrity is the commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. Integrity demonstrates trustworthiness by being honest, dependable, and reliable, along with the ability to apply ethical standards of the profession.

Service is the process of selfless giving to others that provides benefit to individuals, families, groups, community, and society. Central to this concept is a reflection on the experience which offers the opportunity to discover which practices can influence particular outcomes.



Logo

Lakeview College of Nursing's logo is an evolution of three symbolic components. The cross, flame, and dove. Together they help translate our values: Adaptability, Caring, Excellence, Integrity, and Service.

Our **Cross** aligns with the Red Cross*, representing neutrality in caring for the sick and wounded and adaptability in rendering humanitarian services.

The **Flame** honors Florence Nightingale's passion for excellence in healthcare and that we may model ourselves after her efforts.

The **Dove** reminds us of the integrity of having hope and bringing peace to those that need caring, comforting, and healing.



** In August 1864, the Treaty of Geneva was created to ensure the neutrality of all soldiers wounded in battle and guarantee them medical treatment. The red cross on a white background became the emblem of neutrality in war. Jean Henri Dunant, Swiss founder of the Red Cross, credited Nightingale's work in the Crimean War as his inspiration.*

Please email marketing@lakeviewcol.edu for approval and assistance with using the Lakeview logo.



Philosophy, Organizing Concepts, and Program Outcomes

Philosophy

The philosophy of Lakeview College of Nursing, affirmed by faculty, is consistent with the mission of the College. The College will be forefront to the trends in health care and committed to improving nursing as a profession by preparing competent, safe, caring **professional nurses for leadership** roles in the healthcare community.

We believe:

- Professional nursing is the art and science of providing **patient-centered** care through **collaboration** with patients, their families, and the interdisciplinary health care team in a therapeutic environment.
- Nurses ensure **safety and quality care** delivery in responding to the dynamic educational and healthcare needs of the community by fostering socio-cultural values and respect.
- Nurses communicate and collaborate with the healthcare team by utilizing information management and technology to achieve positive health outcomes.
- Adult learning styles, rates of learning, learner readiness, **cultural and ethnic** background, and life experiences variances are inherent in the student population and are taken into consideration when planning and delivering effective teaching.
- Respect and dignity must be maintained to foster the learning environment, collegial relationship, and professional **scholarship** between the student and the educator.
- Student nurses are accountable for their desire to learn using commitment, initiative, and self-direction in achieving evidence-based nursing practice.

The nursing program prepares the graduate to provide competent and safe nursing care across the lifespan to patients and their families in a variety of settings. The goal is to provide an excellent nursing education experience. Nursing care incorporates the evidence-based practice, **clinical judgment**, and critical thinking for safe nursing practice. The nurse graduate is equipped with nurse generalist skills, knowledge, and a foundation for continued learning and career advancement.

Organizing Concepts

- Collaboration
- Information Management & Technology
- Safety and Quality Improvement
- Health Promotion
- Professionalism/Leadership
- Patient-Centered Care
- Clinical Judgment/Evidence-Based Practice

Program Outcomes

The graduate is able to:

1. Demonstrate collaboration among health care professionals through the use of effective communication to improve patient outcomes.
2. Incorporate informatics and technology into professional nursing practice.
3. Implement safe, quality care for individuals, families, and systems to improve outcomes.
4. Teach patients about health promotion and screening programs based on family, population, and/or community needs.
5. Integrate professional values and leadership principles as a nurse generalist.
6. Demonstrate patient-centered care by respecting the patient's preferences, being culturally sensitive, and incorporating professional values into nursing practice.
7. Demonstrate appropriate clinical judgment based on current evidence for patients across the lifespan in a variety of settings.

COLLEGE GOVERNANCE

Board of Directors

Purpose and Governance

The property and business operations of Lakeview College of Nursing are managed by the Board of Directors. The Board shall exercise all such powers of Lakeview. Such responsibilities include establishing policy, the assurance and maintenance of quality professional education, and oversight of the institution's management. The Board of Directors shall have full, final, and complete authority over all programs operated by Lakeview (subject to the lawful regulation, review, and approval of the State of Illinois Board of Higher Education) and all local control matters, including approval programs and financial management planning.

Administration

Powers and Duties of the College President

The President, employed or contracted for by the Board, shall be responsible for the overall administrative operations and management of Lakeview, subject to the direction of the Board. The President shall be given the necessary authority to affect this responsibility, subject to such policies as may be adopted by the Board or any committee to which the Board has delegated power.

The President manages and administers the fiscal, personnel, and administrative affairs of Lakeview. The President will exercise administrative and fiscal responsibility in the areas of financial management and analysis, human resources management, grant and contract administration, and physical facilities. Also, this position is responsible for Lakeview's long-term strategic and financial planning. The College President has the right to delegate appropriate tasks.

Powers and Duties of the Dean of Nursing

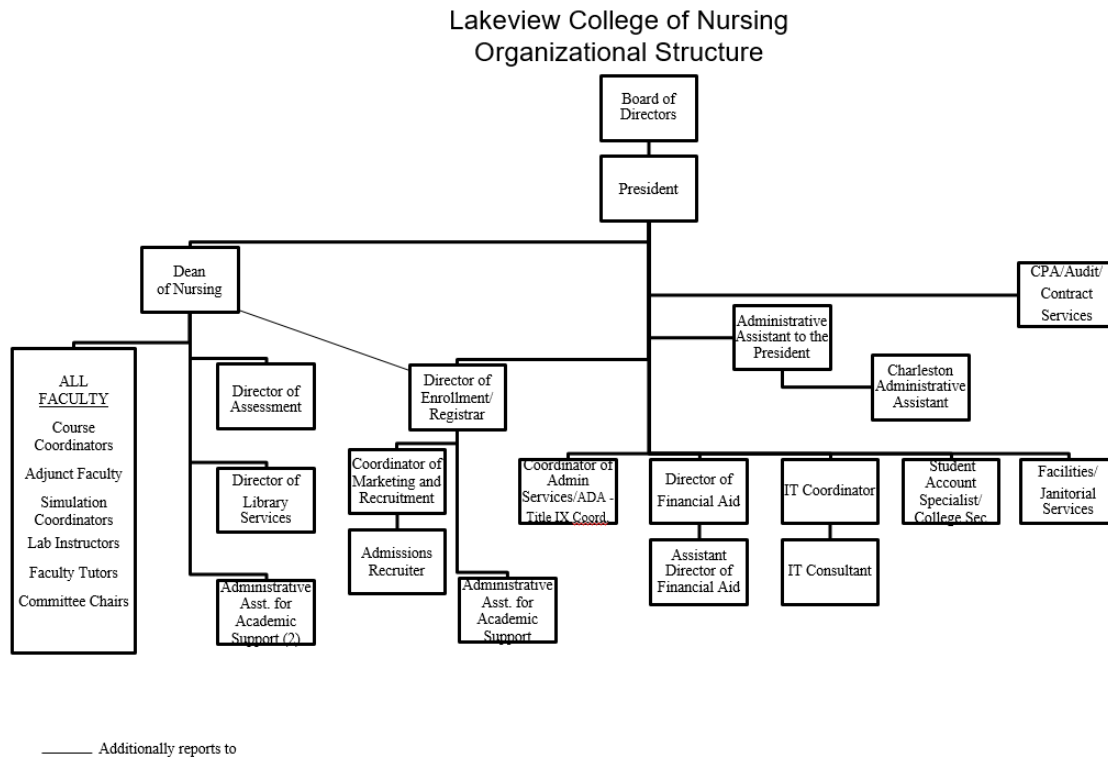
As delegated by the College President, the Dean of Nursing oversees the implementation of the respective nursing program(s). This includes maintaining program quality, recruiting and retaining experienced and credentialed faculty, and evaluating and revising the curriculum in response to social, political, environmental, and technological development, as needed. The Dean of Nursing coordinates the planning, implementation, and evaluation of academic support programs, including admissions, enrollment, clinical agency relations, and learning resources.

Diversity Statement

The faculty and staff of Lakeview College of Nursing value and are committed to fostering diversity in the classroom, the College, and the profession. By respecting differences in culture, age, gender, gender expression, race, ethnicity, national origin, differing abilities, sexual orientation, and religious affiliation, we enrich the learning environment, improve the practice and profession of nursing and enhance personal creativity and professional growth.

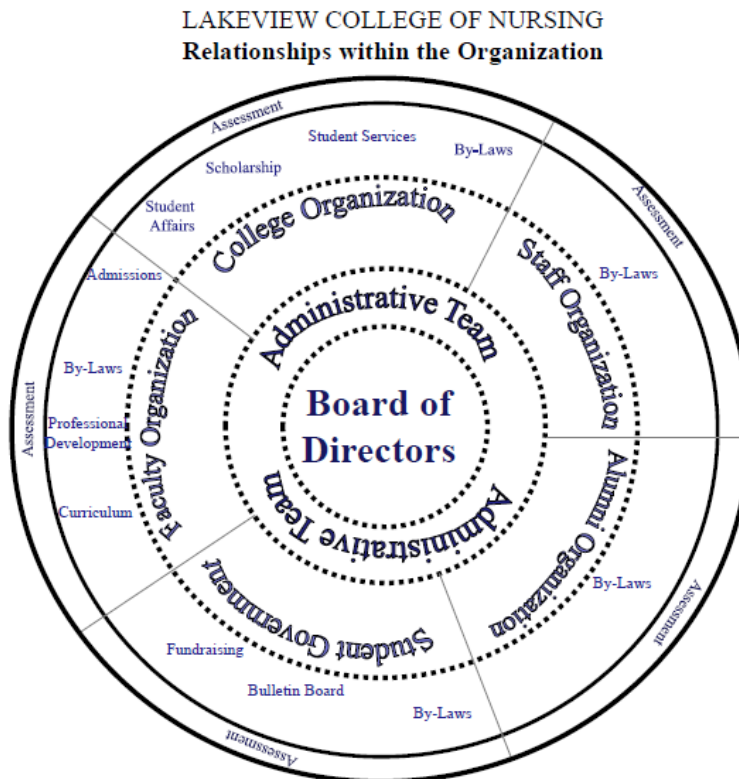


Organizational Structure



11/19

Shared Governance



3/2021 (SM)

Lakeview College of Nursing administration, faculty, staff, alumni, students, all participate in decision-making at the College through a system called shared governance.

Board of Directors:
Establish, own, conduct, contract, manage and maintain educational governance; propose policies and procedures.

The Administrative Team:
Oversees College operations; implementation of Strategic Plan; implementation of recommendations from accrediting agencies; responsible for development and implementation of College Assessment Plan and College Assessment Reports.

The Faculty Organization:
Implement faculty functions; and engage in faculty/student-shared governance; propose policies and procedures, develop, implement, evaluate and revise the nursing education program.

The Staff Organization:
Review the affairs related to staff; propose policies and procedures.

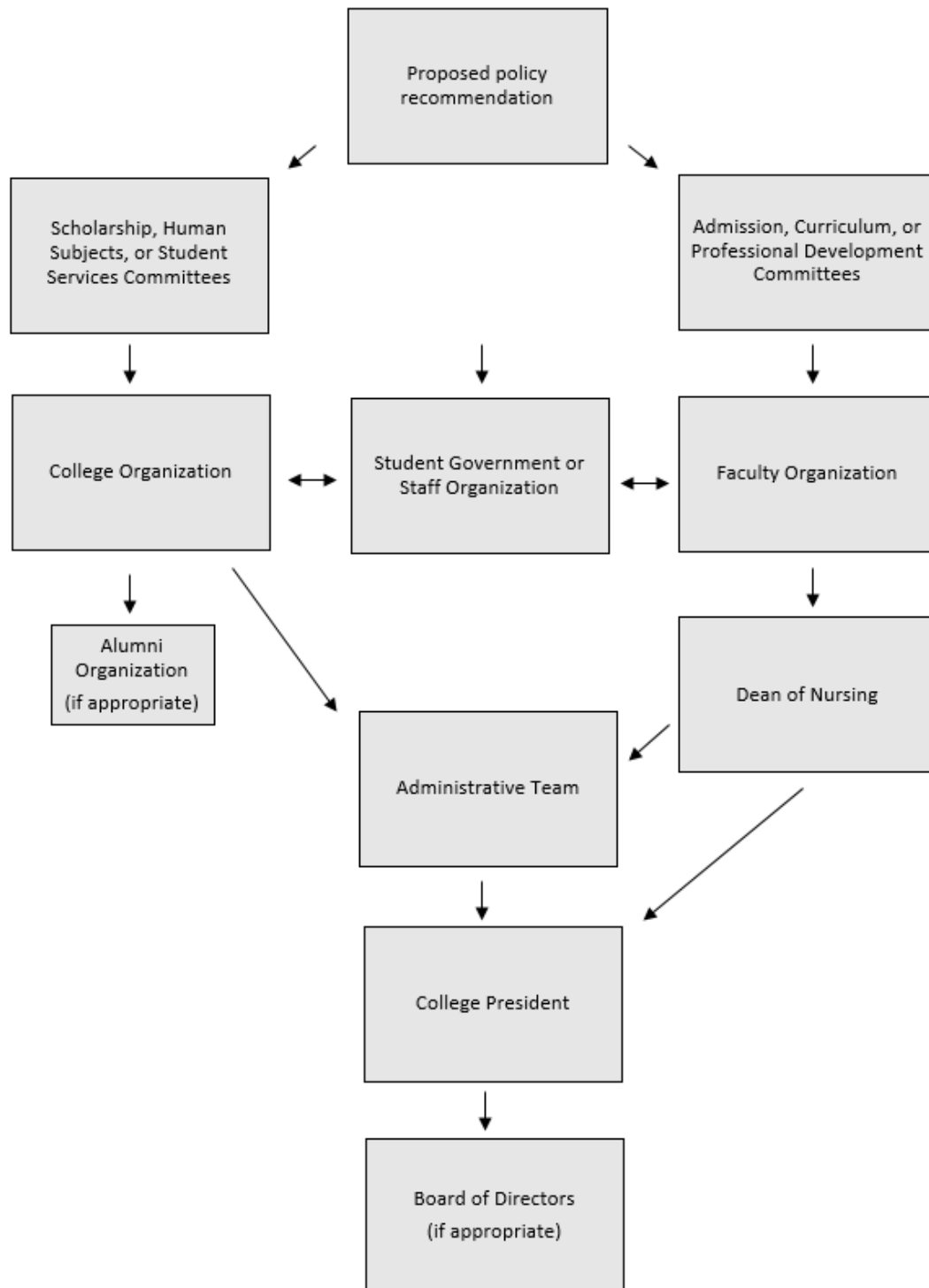
The Student Government Association:
Review and coordinate Student Government business. Propose policies.

The Alumni Organization:
Promote unity and good feeling among graduates; advance interest in Lakeview College of Nursing; promote professional and educational advancement of nursing; and cooperate with nursing organizations within the area.

Decision-Making Structure

Policy Initiation, Revision, and Approval Decision Tree

A new policy, policy change, or deletion initiated
[policies may be deferred, approved, or denied]



FACULTY POLICIES

CODE OF ETHICS

Lakeview College of Nursing was established to develop and deliver high-quality nursing education. In meeting this mission, the corporation and its membership seek to establish and retain the highest possible level of public confidence. With this in mind, the Board of Directors has adopted this Code of Ethics to govern the conduct of business by Lakeview College of Nursing. The standards outlined in the code serve as a statement to the general public and governmental agencies that Lakeview, and its members, stand for integrity and strive to maintain the highest ethical standards.

This policy aims to identify potential conflicts of interest and breaches of trust and promote high standards of professional conduct and values among Lakeview College of Nursing employees.

The President of Lakeview, in cooperation with the Chair of the Board of Directors, will:

1. Implement/administer/promote the Code of Ethics Policy
2. Recommend amendments to the Code of Ethics Policy
3. Investigate and review reported violations of the Code of Ethics Policy
4. Approve and administer subsequent corrective action to the Code of Ethics Policy

All members of Lakeview will:

1. Comply with accepted standards of ethical, moral, professional, and educational practices
2. Ensure that qualified faculty and staff render their services in a humanistic and inclusive manner
3. Conduct business by fair business practices and accepted regulatory standards/guidelines
4. Promote Lakeview in a positive image
5. Abide by Lakeview's mission, vision, and values
6. Promote an environment where respect for life, dignity, diversity, inclusion, and human rights are upheld
7. Use judgment in sharing confidential and personal information
8. Work collaboratively and cooperatively with internal and external constituents
9. Report any health and safety concerns to the appropriate authorities
10. Cooperate to assure Lakeview's best interest
11. Refrain from fraud, abuse, or immoral turpitude
12. Uphold and adhere to the bylaws and policies of Lakeview as well as local, state, and federal laws
13. Participate in program development to address the needs of the community
14. Practice within the scope of their authority
15. Use College-owned property appropriately and not for personal convenience or profit
16. Treat all individuals fairly and not grant any special consideration, treatment, or advantage to anyone beyond that which is accorded to all
17. Avoid conflicts of interest (engaging in any business transaction, or having a financial/personal interest, direct or indirect, incompatible with the proper discharge of official duties or impair the independence of judgment or action by duties). Conflicts of interest would include but not limited to the following: engaging in employment where the services interfere with the proper discharge of duties at Lakeview; disclosing confidential information that results in advancing financial and/or personal interests or occurs harm to Lakeview; accepting gifts or favors from vendors, contractors or others doing business with Lakeview may influence them in the proper discharge of their duties; appearing before agency or court who are taking actions against Lakeview without the consent of the College President; accepting compensation or a retainer that is contingent on actions of the College.
18. Enter into a contract with a vendor(s) only if authorized to act on behalf of Lakeview; if it is in a written, public, and openly competitive manner; and if all bids are received and all documents pertaining to the awarding of the contract made available for inspection at least three months following the date of the awarding of the contract
19. Refrain from working, either volunteer or paid, on behalf of any political party during their hours of employment
20. Bring concerns regarding breaches of the Code of Ethics to the President of the College
21. Refrain from asking others to violate the Code of Ethics and/or any of the abovementioned responsibilities.

INITIAL APPOINTMENT

When a full-time faculty position becomes vacant, the Dean of Nursing will determine if the vacancy will be filled in collaboration with the College President.

The Dean of Nursing and Administrative Assistant to the President coordinates the search for new full-time faculty members. The positions will be posted via email to present faculty with the opportunity to apply for the vacant course/clinical. Vacant positions for full-time, ranked faculty may be advertised through social media, national, regional, and other appropriate methods when a shortage of time necessitates a more direct procedure. Formal communications and/or negotiations with candidates are the responsibility of the Dean of Nursing.

The Dean of Nursing may seek the Faculty's assistance in screening applicants' files and selecting those invited for an interview. Efforts will be made to ensure faculty are involved in the search interview and selection phases. While the authority to offer employment to a particular candidate belongs to the College President, the process will remain highly collaborative and collegial regarding administrative and faculty roles in the search process.

The Dean of Nursing is responsible for transmitting information to applicants invited for an interview about College standards and policies, using the Faculty Handbook as a reference.

No representative of Lakeview shall commit to prospective appointees without the approval of the College President.

HIRING POLICY

Lakeview College of Nursing's Hiring Policy is designed to provide a consistent method for requesting employee replacement or hire and to provide a system of position control. This policy sets forth guidelines and expectations for various aspects of the application and hiring process and certain expectations during employment with the College.

Applicants or employees seeking, or may need, reasonable accommodations during the hiring process should contact the Human Resources Department to start the interactive process.

The College values its employees and is committed to a fair and lawful application and hiring process.

- A. The Dean of Nursing will notify the Faculty and make the necessary arrangements for interviewing candidates.
- B. The Dean of Nursing will develop the candidate's interview schedule. This will include all interviews, campus tours, and administration introductions. Information on lodging, meals, and transportation will also be provided. A copy of the vitae will be distributed to the faculty before the interview.
- C. The Dean of Nursing and faculty will interview prospective full-time faculty. After the interview, all interview notes and questionnaires must be submitted to the Administrative Assistant to the President.
- D. The Administrative Assistant to the President will meet with the prospective candidate to discuss benefits.
- E. The faculty will provide their recommendations to the Dean of Nursing.
- F. The Dean of Nursing will check a candidate's references before making an offer. The College may conduct reference checks and contact the references provided by applicants during the application process. By applying for employment at the College, applicants consent to the College getting references provided by the applicant and to other reasonable inquiries by the College.
- G. The Dean of Nursing will confer with the President to determine the salary and rank of the candidate.
- H. The Dean of Nursing will make a position offer to the potential candidate according to clinical and teaching experience.
- I. The Administrative Assistant to the President will maintain the files of all applicants.
- J. A mentor may be assigned to a candidate who qualifies for hiring.

PRE-EMPLOYMENT FILE

A pre-employment file contains all materials required or received by the College related to the faculty member's original employment. Before the appointment, this file is available only to the President, Dean of Nursing, Administrative Assistant to the President, and members of the candidate's interview committee. After the appointment, items in the file are transferred to the faculty member's personnel file.

PERSONNEL FILES

Because an appointment as a ranked faculty member may lead to a continuing relationship with Lakeview, adequate and detailed documentation must be provided to support every action about the appointment, promotion, performance evaluations, layoff, and dismissal.

Lakeview maintains files for each faculty and staff member. These files are kept in the President's Office and may include:

1. Onboarding Paperwork – application and resume
2. Letter of Appointments
3. Evaluations and performance
4. Professional Development
5. Health Records
6. Transcripts

Files will be kept in strict confidence and only available to the College President, the Dean of Nursing, the Administrative Assistant to the President, and the individual faculty member. The faculty member may pay the cost of duplication to obtain copies of materials in their personnel file with at least three business days' notice. Copies will be made by the Administrative Assistant to the President.

Further, Lakeview may permit access to and copying of files pursuant to lawful requests of federal or state agencies relevant to investigations, hearings, or other proceedings pending before such agencies or the courts.

FACULTY COMPLIANCE

LICENSURE

Faculty members must maintain a current Illinois nurse licensure and provide a copy to the Administrative Assistant to the President. In the event of supervision of clinical experiences in other states, current licensure in these states must be maintained and on file.

DRIVER'S LICENSE & AUTO INSURANCE VERIFICATION

All employees will be responsible for submitting a copy of a valid driver's license and verification of auto insurance annually by August 1 to the Administrative Assistant to the President.

VITAE

Faculty must update their vitae annually. A copy should be submitted by August 1 to the Administrative Assistant to the President.

DOCUMENTATION OF BACKGROUND CHECK

To comply with clinical agency requirements, faculty members must have an approved background check on file in the Office of the Administrative Assistant to the President.

DOCUMENTATION OF HEALTH RECORDS

Health records are mandatory for all faculty members.

Requirements:

- **Measles, Mumps, Rubella (MMR)** – The student must have their blood drawn to check their immunity status. This must be completed regardless of how many vaccines the student has received in the past. This blood draw is called a titer. The student should upload this titer. The student will receive guidance based on the results of the titer.

Positive Titer: Student is immune—no further action required.

Negative Titer: Student is not immune. The student must repeat a series of 2 vaccines. The first vaccine should be administered now. The second vaccine will be administered 30 days after the first vaccine. The student will have another titer drawn 30 days after the second vaccine. Upload documentation for each step as it is completed.

- **Varicella** - The student must have blood drawn to check their immunity status. This must be completed regardless of how many vaccines the student has received in the past. This blood draw is called a titer. The student should upload this titer. The student will receive guidance based on the results of the titer.

Positive Titer: Student is immune—no further action required.

Negative titer: Student is not immune. The student must repeat a series of 2 vaccines. The first vaccine should be administered now. The second vaccine will be administered 30 days after the first vaccine. The student will have another titer drawn 30 days after the second vaccine. Upload documentation for each step as it is completed.

- **Hepatitis B** – The student should upload documentation of any previously received Hepatitis B vaccinations. A total of 3 Hepatitis B vaccinations must be documented before a titer is drawn. The typical timing for this series of vaccines is as follows:

- Vaccine 1- As soon as possible
- Vaccine 2- 30 days after vaccine 1
- Vaccine 4 – 5 months after vaccine 2

The student must have their blood drawn to check their immunity status 30 days after receiving the third vaccine. This blood draw is called a titer. The student will be directed based on the results of that titer.

Positive Titer: Student is immune—no further action required.

Negative Titer: The student is not immune. The student must repeat the series of 3 vaccines. The first vaccine should be administered now. The second vaccine will be administered 30 days after the first vaccine. The third vaccine will be administered 5 months after the second vaccine. The student will have a titer drawn 30 days after the third immunization.

- **Tuberculin Skin Test (TST)** – The student must complete one of the following requirements annually:
 1. The two-step TB test upon admission to the college. A single-step technique can be used for annual renewals if the current test has not expired. Otherwise, a two-step must be completed again.
 2. The QuantiFeron Gold Blood test upon admission to the college. This method will be required if a student has had a BCG vaccine or a past positive result.
 3. A student with a history of positive results must submit documentation of a negative chest x-ray upon admission and yearly. The student will be required to do a yearly TB questionnaire during enrollment.
- **Tetanus Booster (Tdap)** – Booster must be within the last 10 years of the administering date (Tetanus Toxoid (TT) not acceptable).
- **Seasonal Flu Vaccination** – Required annually during flu season. Due October 15.
- **Meningococcal Vaccine** – Proof of immunization
- **COVID-19 Vaccine** – must be fully vaccinated and show proof of one of the following:
 - two-dose Pfizer Vaccine
 - two-dose Moderna Vaccine
 - one-dose Johnson & Johnson Vaccine

(Medical or Religious Exemptions or Pregnancy Deferral is available.)

- **CPR Certification** – Must be renewed every 2 years. Only two courses are accepted:
 - The American Heart Association-BLS Healthcare Provider –OR–
 - The American Red Cross-CPR/AED for Professional Rescuers and Health Care Providers.

- **Physical Examination** – Must be within the last year. Must utilize Lakeview College of Nursing's Technical Standards / Health Evaluation form.
- **10-Panel Urine Drug Screen** – Must be completed through the CastleBranch or ViewPoint. (Please review the drug policy)

Highly recommended vaccinations:

- Hepatitis A
- Covid Booster(s)

Faculty will not be able to attend clinicals until all health records, background check, licensure, and proof of current CPR card is provided and verified.

APPOINTMENT

APPOINTMENT OF REGULAR FULL-TIME RANKED FACULTY

All faculty appointments are made by the College President and Dean of Nursing.

All initial ranked appointments are probationary for one academic year unless explicitly stated to the contrary in the appointment letter. The initial appointment letter will clearly state the terms and conditions of every new appointment. The rank offered to new faculty members will conform to the guidelines for that rank. Every faculty member's appointment will be made by a formal letter of appointment signed by the faculty member and the College President. The appointment letter will state the rank, salary, length of appointment, and other conditions of the appointment; it will also present a copy of the terms of the appointment. Acceptance of the appointment is viewed as the appointee's willingness to be bound by all the terms of the appointment. The appointment letter is NOT an employment contract and does not guarantee employment with Lakeview for any period of time. The appointment letter must be signed and returned by the specified date on the letter. By accepting employment with Lakeview, faculty will be, at all times and for all purposes, an at-will employee of Lakeview. Failure to return the signed appointment letter by the specified date is viewed as non-acceptance of the appointment.

The letter of appointment does not include the allocation of vacation times. Faculty on academic year appointments participate in Lakeview-approved holidays and have a break in instruction during Lakeview-designated break periods. It is expected that faculty are engaged in college-related activities before the start of classes each semester and after the close of classes at the end of the instructional period. These are when curriculum work, assessment day(s), faculty development, and other college-related activities occur.

ANNUAL YEAR APPOINTMENTS

Faculty members who hold full-time appointments are eligible for sick and personal business days (see the full policy in Policy Manual). Requests must be made in advance to the Dean of Nursing and are subject to approval based on the needs of Lakeview.

In general, vacations during instructional periods *are not* approved.

The following table shows the annual days of the year for full-time faculty:

Appointment Terms	Sick Leave	Personal Business Days
Fall - Spring	Ten days Total	Three days total
Summer	Two days	-NA-

Procedure for Approval Absences:

Faculty participate in the full life of Lakeview according to the type of appointment and designated work assignment. Accountability for time is an essential feature of stewardship of college resources and commitment to Lakeview, faculty, staff, and students.

The following outlines college procedures for seeking approval and documenting absences.

Absence from Lakeview is defined as time away from everyday College responsibilities for any reason. Absence should be approved and reported to the Dean of Nursing, including plans for coverage of responsibilities. Categories of absence are:

1. Personal Time – Approval for personal time needs administrative approval per College policy.
2. Attendance/Presentation at Professional Meetings –Attend professional meetings to present their work, network with colleagues, and/or remain current in their field of expertise (e.g., AACN Baccalaureate, Masters annual meetings, State Nursing specialty meetings).
3. Service as Peer Reviewer – Professional groups where attendance at the event/activity is required, such as site visits for professional and accrediting groups or other peer review activities.
4. Consultation/Special Invitations
5. Outside Work for Pay –Requires annual signed approval by the Dean of Nursing. This policy requires that these activities will not interfere with work assignments or Lakeview's needs. Faculty should document specific days of absence for this activity.

6. Illness or Personal Reasons – Faculty and academic staff are eligible for paid leave for an illness that interferes with the ability to conduct the usual work assignment. Faculty should promptly notify the Dean of Nursing of an absence due to illness or disability. A leave of absence should be requested for an absence expected to extend beyond two weeks. Personal reasons that require absence from the College should be discussed with the Dean of Nursing, including the amount of time requested and arrangements for coverage of duties and other responsibilities.

The Dean of Nursing must be notified when class/clinical time will be cancelled and places to make up time. It will be at the discretion of the Dean of Nursing and course/clinical faculty to determine the need to make up the missed classroom, laboratory, or clinical days.

FACULTY QUALIFICATIONS FOR TEACHING ASSIGNMENT

- A master's degree in nursing or an approved state waiver is required; a doctoral degree in nursing is preferred.
- Two years' experience in clinical nursing practice.
- One year of a). applied experience; b). equivalent certification; c). or licensure in the field, which relates to the learning outcomes of the courses being taught and demonstrates the capacity for teaching excellence. Teaching excellence is demonstrated via course evaluations, teaching demonstrations, or other clear measures.
- Previous teaching experience preferred.
- Current, unencumbered license as a registered professional nurse in Illinois. If conducting a clinical in another state, one must have a valid nursing license for that state.
- Certified Nurse Educator (CNE) or Academic Clinical Nurse Educator (CNEcl) preferred.
- Online Teaching Certification or enrollment in the online instructor certification program and completion within one year are required for faculty teaching online. See Appendix G: Online Teaching Education Requirements

FACULTY OUTCOMES

50% of full-time faculty will hold the Certified Nurse Educator (CNE), Academic Clinical Nurse Educator (CNEcl), Certified Healthcare Simulation Educator (CHSE), or any other certification promoting nursing education (including nursing specialty).

100% of faculty will use two or more teaching methods per unit

100% of full-time faculty will engage in scholarship activities [grant writing, presentations, enrolled in a doctoral program]

100% of full-time faculty will engage in ten (10) professional development activities each academic year

90% of full-time and **90%** of part-time faculty will stay current in practice (Specialty conferences, practicum hours, bedside nursing, or certifications)

100% of full-time faculty will be active in one or more: professional organization membership, external organization committee work, community health fairs, related to their specialization

100% of full-time faculty will serve on at least one College committee

70% of students will evaluate the instructor as demonstrating solid teaching effectiveness by indicating they agree or strongly agree

Students will score satisfaction with the quality of nursing instruction at a 4.5 or higher (SKYfactor benchworks)

Students will score satisfaction with course lectures and interaction at a 4.5 or higher (SKYfactor benchworks)

EXPECTATIONS OF FACULTY AS RELATED TO TEACHING ASSIGNMENTS

Faculty are responsible for the continuity of student instructional experience, timely evaluation and feedback, and consistent attention to positive student support and problem-solving.

1. The assigned faculty member is responsible for teaching the course. Faculty members who cannot teach the course must notify the Dean of Nursing. A plan will be developed to cover teaching responsibilities. The Dean of Nursing must approve coverage by a colleague in a timely

manner. Faculty must document the make-up time missed for class and clinical.

2. Times and locations of classes and clinical experiences must be adhered to unless there is an academic reason for changing the time or location of instruction. The Dean of Nursing must approve these changes with adequate notice to students and clinical agencies. Times and location of classes may not be changed to accommodate the personal convenience of the Faculty.

APPOINTMENT OF PART-TIME RANKED FACULTY

The terms of appointment of individuals who do not have full-time teaching duties vary with the nature of the individual's other assignment, if any. Some appointments are for definite periods, e.g., one course or one year, while others follow the administrator and staff pattern, e.g., service "at the pleasure of the College President." The precise terms and conditions of every appointment shall be stated in writing and shall be in possession of both the College and the individual before the appointment is completed. Any subsequent change in the terms and conditions of an appointment shall be stated in writing and approved by the College President and the faculty member.

The appointment letter will include the course title, salary, course number, and hours of credit and indicate the date by which the appointment must be accepted. Such appointments are usually subject to adequate student enrollment in the faculty member's course. Failure to return the signed appointment letter as specified will be viewed as no acceptance of the appointment.

LETTERS OF APPOINTMENT

Letters of appointment do not confer upon a faculty member any entitlement to continued employment after the term specified in the appointment letter. If letters of appointment are not continued, full-time faculty will be notified by May 1 of that academic year. Letters of appointment must be signed and returned by the date specified in the letter. Failure to return the signed appointment letter by the date specified will be considered nonacceptance of the appointment. Letters of appointment are not a contract, and faculty are at-will employees.

FACULTY RANK

A ranked faculty member:

1. Has full-time, temporary full-time, part-time teaching and other duties equivalent to a full-time/part-time teaching load;
2. Fulfills the duties and responsibilities of a faculty member;
3. Meets or exceeds the criteria for academic rank.

There are four rank designations: Instructor, Assistant Professor, Associate Professor, and Professor.

In addition to these rank designations, individuals may be assigned part-time, emeritus, or visiting faculty status.

INSTRUCTOR

(Rank given to "per course" faculty).

An instructor must hold a master's degree from an accredited graduate institution.

Instructors are expected to:

1. Convey knowledge of the subject areas inclusive of current literature.
2. Teach and update course content using effective methods appropriate to the teaching assignment.
3. Work effectively as a team member with faculty and other instructors.
4. Attend course orientations, course coordinator meetings, and regular assigned meetings.
5. Select appropriate student assignments within the educational setting.
6. Create appropriate student assessment activities or exam items.
7. Maintain effective communication with the course coordinator.
8. Advise students on knowledge of curriculum requirements and College resources.
9. Demonstrate respect for students in the teaching-learning relationship and serve as student advocate as appropriate.
10. Serve as a role model of professionalism for students.
11. Maintain professional competence.
12. Engage students effectively in the educational setting.
13. As appropriate, collaborate with students, colleagues, and patients/clients/families.
14. Maintain a performance evaluation of satisfactory or higher. The Dean of Nursing completes the evaluation.

ASSISTANT PROFESSOR

An Assistant Professor must have an earned doctorate, a terminal professional degree from an accredited institution (appropriate to the discipline), *and* two years of full-time teaching in a baccalaureate nursing program.

OR

A master's degree in nursing or its equivalent and two years of full-time teaching in a baccalaureate nursing program.

Promotion to Rank of Assistant Professor
Criteria:

Demonstrated effectiveness in teaching.

1. Conveys knowledge of content areas for nursing curriculum relevant to the teaching assignment.
2. Establishes an environment that promotes learning in a didactic and clinical setting.
3. Demonstrates beginning competence in a didactic and clinical setting.
4. Demonstrates beginning competence in the development of new courses.
5. Coordinates course objectives with program objectives and contributes to ongoing curriculum development and evaluation.
6. Assists students in scholarly projects.
7. Uses evaluation methods appropriate to teaching objectives.
8. Collaborates with colleagues to enhance teaching skills.
9. Participates in academic program advisement and guidance of students based on curriculum, degree requirements, and career opportunities.
10. Demonstrates respect for students in the teaching-learning relationship and serves as student advocate as appropriate.
11. Serves as a role model of professionalism for students.
12. Maintains professional competence.
13. Engages students effectively in the educational setting.
14. Collaborates with students, colleagues, and patients/clients/families.
15. Maintains a performance evaluation of satisfactory or higher. The Dean of Nursing completes the evaluation.

1. Demonstrated effectiveness in service:

2. Uses/applies research in practice.
3. Disseminates research findings in the classroom or clinical setting.
4. Receives invitation(s) as a guest lecturer.
5. Demonstrates command of literature in an area of study.

6. Develops a plan for the accomplishment of scholarly work.
7. Uses research findings to develop evidence-based practice.
8. Disseminates research-based findings through presentations at professional meetings.

Demonstrated effectiveness in scholarship:

Achieved recognition at the local level ("known locally"):

1. Achieves recognition as a Professional with a recognized specialty area
2. Participates in committee(s).
3. Participates in local or state professional organizations.
4. Participates in health-related community activities.

Concepts: Two concepts are important when considering the professional products, outcomes, or activities presented as evidence for "known locally".

1. Regency – activities, outcomes, or products showed to be current, i.e., five years to "present".
2. Sustained – the applicant should show evidence of continued activities across the entire career.

The Professional Development Committee should show evidence of both concepts in the evidence presented. If the evidence presented is 5-20 years old and no activities within the past five years, both criteria would not be met.

If the evidence presented is four years to present, and the individual's career is only five years in length, both criteria would be met.

Examples of evidence include, but are not limited to:

1. Presentations to groups regarding professional areas of expertise.
2. Professional organization committee activities.
3. Other professional organization activities.
4. Office held in professional organizations.
5. Publications.

(Faculty should include these accomplishments in their yearly summary and self-evaluation.)

ASSOCIATE PROFESSOR

Earned doctorate, terminal professional degree from an accredited institution (appropriate to the discipline) or licentiate, *and* two years of full-time teaching in a baccalaureate nursing program.

OR

A master's degree in nursing or its equivalent *and* four years of full-time teaching in a baccalaureate nursing program.

Two years of teaching at the Assistant Professor level.

Evidence of sustained teaching.

Evidence of noteworthy fulfillment of the duties and responsibilities of a faculty member.

Evidence of developed scholarship in the subject matter field.

Promotion to Rank of Associate Professor
Criteria:

Demonstrated effectiveness in all the following areas and demonstrated excellent performance in one:

Teaching – The candidate will demonstrate a higher level of teaching effectiveness through the addition of some, although not necessarily all, of the following:

1. Instruction reflects the depth and breadth of knowledge in multiple content areas for the nursing curriculum.
2. Establishes an environment that promotes learning in a didactic and clinical setting.
3. Demonstrates competence in curriculum development, evaluation, and revision.
4. Incorporates a variety of teaching technologies into courses.
5. Demonstrates expertise in a didactic and clinical setting.
6. Receives recognition for teaching excellence.
7. Mentors colleagues in scholarship.
8. Models an academic career for colleagues and students.
9. Uses evaluation methods appropriate to course objectives.
10. Serves as a consultant to colleagues in teaching skills and course development.
11. Participates in academic programs advisement and guidance of students based on curriculum, degree requirements, and career opportunities.
12. Maintains performance evaluation of satisfactory or higher. The Dean of Nursing completes the evaluation.

Scholarship

1. Actively engages in independent or collaborative research or other scholarly activities.
2. Demonstrates beginning focused program or research.
3. Submits manuscripts to peer-reviewed journals on a regular basis.
4. Establishes a productive record of peer-reviewed publications including a substantial number of first-authored, data-based publications.
5. Presents research findings at national or international conferences.

Service

1. Chairs or actively participates in College committees.
2. Participates in the recruitment of students/faculty.
3. Assumes leadership roles in professional organizations.
4. Provides professional collaboration at the regional level.
5. Demonstrates recognition at the state level.

PROFESSOR

Earned doctorate from an accredited institution and five years of full-time teaching in a baccalaureate nursing program, including three years at the Associate Professor level. Evidence of outstanding teaching and recognized significant contributions to higher education and the nursing profession. Evidence of mature scholarship in the subject matter field.

Promotion to Rank of Professor Criteria:

Demonstrated effectiveness in all of the following areas with demonstrated excellent performance in at least two: Scholarship, Teaching, and Service. Earned doctorate.

Teaching

1. Mentorship of other faculty members.
2. Evaluation of colleagues' teaching.
3. Expertise in a variety of teaching modes.
4. Development of theory and curriculum innovation.
5. Advancement of the discipline of nursing through leadership in education.
6. Recognition as an expert in a subject area.

Scholarship

1. Recognition as an expert in one's field.
2. Dissemination of scholarly work at national/international levels.
3. Leadership on doctoral committees.
4. Leadership in the regulation of health care policy and regulation of the profession.
5. Mentorship and guidance to the profession through educational leadership.
6. Citation rate of published work.
7. Leadership in developing standards for nursing education and practice.
8. Leadership in the promotion of scholarship in nursing education or practice.

Service

1. Leadership in College Committees.
2. Leadership in a national professional organization, e.g., members or leaders of an accreditation team.
3. Acknowledgment as an expert within an area of scholarship that results in service (e.g., testimony as an expert witness)
4. Leadership in creating ways to increase access to health care through education, outreach, or service.
5. Leadership in the development of programs that increase opportunities for mentorship, excellence in nursing, or engagement with broader communities.
6. Innovative integration of teaching, scholarship, and service.
7. Advisement related to health policy at the state, national, or international levels.
8. Recipient of state or national leadership or service award.
9. Consultation and expert testimony that affects the legislative and regulatory process.
10. Reappointment or reelection to a leadership position at the state or national level.
11. Maintains performance evaluation of satisfactory or higher. The evaluation is completed by the Dean of Nursing.

VISITING PROFESSOR

A visiting professor is a faculty member at another institution who also teaches at Lakeview. Visiting professors are employed on semester term appointments. Visiting faculty are not eligible for benefits.

EMERITUS FACULTY

On the recommendation of the Faculty Organization to the President and Dean of Nursing and approval of the Board of Directors, a faculty member upon retirement from active teaching may

be designated Emeritus status for meritorious service to Lakeview. Nominees for Emeritus status should have served at least ten years at Lakeview. Emeritus faculty are not eligible for benefits.

PART-TIME FACULTY

Part-time faculty are defined as those carrying ten contact hours or less. The Dean of Nursing may appoint or reappoint part-time faculty for each academic term at the convenience of the College on standard appointment terms approved by the College President. The selection of part-time faculty should be consistent with the academic standards of Lakeview College of Nursing. Part-time faculty must have a master's degree in nursing. Part-time faculty are not eligible for benefits.

TEMPORARY FULL-TIME

Part-time faculty carrying eleven contact hours (theory and clinical) or more may be given the status of a temporary full-time faculty member with the authorization of the College President. Temporary full-time faculty must attend at least one faculty meeting per semester plus graduation. Temporary full-time Faculty are not eligible for benefits.

TEACHING ASSISTANTS

Teaching assistants are registered nurses with a bachelor's degree in nursing enrolled in a Master's degree or Doctoral degree nursing program.

CLINICAL/LAB ASSISTANTS

Clinical assistants are registered nurses with a bachelor's degree in nursing who work with a Master's prepared faculty member in the nursing skills lab, simulation lab, or the clinical setting.

PRECEPTORS/CLINICAL PRECEPTORS

Nurse Preceptors are accomplished, experienced nursing professionals who extend to a student nurse within the context of a one-on-one relationship, advice, teaching, sponsorship, guidance, and assistance towards the establishment in the nursing profession.

Preceptors are nurses working in clinical settings that help support the educational process of students. They work in conjunction with course coordination and clinical faculty to help expand student learning. Preceptors must comply with the Preceptor Clinical Evaluation form.

Learning objectives for the clinical experience include:

1. Communicate effectively within complex healthcare organizations to optimize patient care.
2. Demonstrate sound clinical decision-making.
3. Synthesize data and pertinent information to provide evidence-based practice.
4. Contribute to a healthy organization work environment.
5. Coordinate management functions: plan, organize, direct, evaluate.
6. Demonstrate coordination of effective delivery of nursing care for individuals and groups.
7. Utilize the agency resources, as appropriate, for ethical decisions and patient advocacy.
8. Develop a personal nursing leadership philosophy based on theory and research.
9. Analyze the diverse influences affecting an organization's worksite culture.
10. Demonstrate increased confidence in the nurse generalist role and in the value of lifelong learning.

Clinical Preceptor Criteria:

1. Currently licensed as a Registered Nurse.
2. Preferably a minimum of a baccalaureate degree in nursing.
3. Tangible evidence of commitment to further education and/or competency. (When their RN license is renewed, they confirm continued education with a minimum of 20 hours every two years).
4. Experience as a Registered Nurse for at least one year in the area of the present preceptorship.
5. Employment time in the setting is sufficient to familiarize thoroughly with the institution. (The actual time can be determined jointly by the clinical preceptor, agency, and faculty preceptor.)
6. Voluntary acceptance of clinical preceptor role.
7. The clinical preceptor may not be a family member of the student.

ACADEMIC WORK YEAR

The academic work year is defined explicitly in the faculty appointment. Certain service areas may extend beyond the specified academic year, such as administrative assignments accepted by faculty members. In cases where major responsibilities extend beyond the academic work year, appropriate salary or workload adjustments may be agreed upon by the College President, Dean of Nursing, and the individual faculty member concerned.

WORKLOAD

Faculty workload at Lakeview College of Nursing is defined as the basic services expected to be performed by the teaching staff. This section is drafted to identify the full spectrum of services provided by the teaching faculty and as an attempt to ensure equity and clarity in the distribution of assignments. Teaching effectiveness can be impaired if a Faculty is burdened with excessive teaching and related responsibilities. However, a light workload can create an inequitable burden on other faculty members and deprive the College of needed services. The workload is determined by the Dean in collaboration with the faculty member.

The required workload for all full-time faculty is 24 credit hours per academic year. The following principles will be utilized in calculating faculty workload:

1. Lecture hours shall be counted as one credit hour = one contact hour.
2. Clinical hours shall be counted as 2/3.
3. Online courses will be paid by enrollment as follows:
 - a. 25 students = (1 section) full pay
 - b. 26-38 = (1.5 sections) full pay plus half pay
 - c. 39 and above = (2 sections) full pay
4. Faculty members will be reimbursed by the IRS mileage rate to conduct classes at offsite locations.
5. The Dean may assign faculty members special projects with a credit hour equivalent determined by the Dean and President. These special projects will count in the faculty member's workload as overload.
6. A Faculty member who teaches more than 24 credit hours in an academic year (12 credit hours/semester) will be paid the approved overload rate for the credit hours exceeding 24.
7. A full-time faculty member who teaches in the summer will be paid at the current overload rate.
8. The administration has the authority to limit the number of overload hours a faculty is assigned.

SHORT-TERM SUBSTITUTE PAY

A faculty member who is not engaged in classroom or clinical work and is asked to teach a class or supervise a clinical section for an absent faculty member *may* be compensated. The faculty will be expected to continue to fulfill their own assigned workload. Short-term substitution should be no more than two consecutive weeks. The Dean will provide a plan for covering classes and clinical sections of faculty who are absent for more than two weeks.

GUIDELINES FOR SUMMER EMPLOYMENT

Lakeview College of Nursing will follow an established protocol for hiring faculty to teach summer courses to provide quality instruction over the summer.

1. Faculty are to submit their written requests for assignment of courses to the Dean by March 1.
2. Course assignments will be made based on the following criteria: expertise in the content area, history of teaching the course, faculty appointment, and availability.
3. The Dean of Nursing will make the final faculty assignments.

EMPLOYMENT POLICIES FOR PART-TIME & TEMPORARY FULL-TIME FACULTY

Temporary full-time and part-time faculty members have the same responsibilities as full-time faculty in the management and evaluation of courses and adherence to the goals and policies of Lakeview. Temporary full-time and part-time faculty are expected to be available to counsel students. Temporary full-time faculty are to hold a minimum of five on-campus office hours per week during the semester. Temporary full-time faculty will also attend one faculty meeting per semester plus graduation.

Unless otherwise specified, temporary full-time and part-time faculty will receive termed letters of appointment. The time might count towards promotion only if previously agreed to in writing by the College President and the faculty member at the time of an appointment to a full-time faculty position. This written agreement will be placed in the faculty member's personnel file.

OUTSIDE EMPLOYMENT

Lakeview encourages outside activities of a professional nature by its faculty members to recognize that such activities may be beneficial both to the faculty member and to Lakeview. Faculty members may undertake such service *so long as these obligations do not impair their full-time College employment responsibilities or result in a conflict of interest*. The Dean must approve significant obligations involving a regular period of time.

MANDATORY ATTENDANCE

Faculty meetings, in-services, graduation, honors, research day, and white coat activities are mandatory for all full-time faculty unless they are teaching a class/clinical at the same time as the event. All temporary full-time faculty are required to attend one faculty meeting plus graduation per semester. Full-time faculty duties include mandatory attendance at faculty/committee meetings scheduled during the academic year. For each unexcused absence, the faculty will be docked a full day's pay.



ASSIGNMENT OF THEORY/CLINICAL CREDIT HOURS TO COURSES WITH CLINICAL/LAB COMPONENTS

See the Student Handbook for each course credit hour disposition within the Course Descriptions.

All clinical and lab courses will be on a 1:3 ratio.

All theory courses will be on a 1:1 ratio.

“Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for a one-quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

34CFR 600.2 (11/1/2010)” Source: Higher Learning Commission – Federal Compliance Program, Jan. 2013.



DUTIES OF THE FACULTY

Detailed job descriptions are in Appendix A

It is expected that a faculty member will:

1. Teach a minimum of 12 credit hours per fall and spring semester.
2. Demonstrate a commitment to College values in interactions with students, peers, and staff.
3. Relate effectively to a diverse student population.
4. Demonstrate ability to interest students and identify their academic needs.
5. Establish and maintain fair and equitable standards for student academic evaluations.
6. Present classroom material conceptually and/or incorporate conceptual material into the clinical learning environment.
7. Keep stipulated on-campus office hours (minimum of 5) or as determined by the LCN administration.
8. Prepare assigned course syllabi.
9. Use standardized testing analysis in the development of student outcomes.
10. Prepare adequately for classes.
11. Address all relevant questions and ensure academic freedom.
12. Serve as an advisor to a designated group determined by the Registrar.
13. Maintain confidentiality in counseling, advising, and grading students.
14. File grade reports with the Registrar within the designated time period.
15. File a copy of the course syllabi each semester with the Librarian and Director of Assessment.
16. Review student policies and procedures in Student Handbook.
17. Provide evidence of scholarly activities.
18. Consider enrolling in coursework toward a terminal degree.
19. Participate in faculty committees as assigned.
20. Participate in faculty workshops, faculty development, college-related functions, and commencement exercises.
21. Participate in a variety of professional organizations.
22. Participate in community activities.
23. Consistently follow the policies and procedures of the College.
24. Complete and submit the CAP assessment forms to the Director of Assessment.
25. Participate as a team member.
26. Notify the Course Coordinator, Dean of Nursing, or President before any absence or cancellation of class.
27. Make your own arrangements for coverage of class/clinical during absence and notification of

the absence to the clinical agency and course coordinator.

28. Evaluate the student's clinical performance weekly and provide student evaluation at midterm and end of the semester (Clinical Faculty).
29. Identify students at risk for failure and complete an Academic Improvement Plan (AIP) (See Appendix F: AIP Instructions).
30. Contact student in case of cancellation of class or clinical.
31. Adhere to all policies and procedures outlined in the Faculty Handbook, Faculty Bylaws, and College Organizational Policies.
32. Attend ten faculty-enriching activities per academic year. Keep a record of activities, add to Curriculum Vitae, and provide a copy to Human Resources for Personnel File documentation. All new full-time faculty will be expected to become an ATI Champion within one calendar year of their employment.
33. Perform other duties as deemed in the Faculty Handbook and in Faculty and College By-laws.

**Note: The faculty member who serves as the Mental Health course coordinator functions as one of the Student Assistant Program contacts described in the Student Handbook.*

DUTIES OF THE COURSE COORDINATOR

- the detailed job description is in Appendix A.

It is expected that the Course Coordinator will:

Course Preparation, Implementation, and Evaluation

1. Identify clinical agencies for student experiences and the initial contacts for contract development.
2. Notify the Dean of Nursing of potential problems during the running of the course (students, clinical sites, and faculty).
3. Select textbooks in collaboration with the faculty organization and the Dean. The coordinator ensures that all faculty in the course have a copy of the text.
4. Prepare the syllabus, lecture notes, course study guide, and clinical packet at least one week prior to the beginning of the semester.
5. Use assessment feedback to strengthen course content.
6. Ensure that stock items needed to run the course are ordered, organized, and inventoried [in collaboration with the Lab Coordinator].
7. Notify the Dean of Nursing of the need to change the established course/clinical schedule.
8. Notify students in writing when there is a change in the schedule.

9. Coordinate the development of tools for evaluating student effectiveness (i.e., reliable/valid tests, requirements for papers).
10. Delegate appropriate course responsibilities to other course faculty members.
11. Complete the CAP assessment forms and submission to the Director of Assessment.
12. Make arrangements for final course evaluations for students and assigned faculty.

Grades

1. Keep the course grade book: Clinical grades, Course work, and tests.
2. Submit final course grades to the Registrar within the designated time.

Faculty

1. Identify potential faculty members to help in teaching the course.
2. Delegate teaching/clinical responsibilities to faculty assigned in the course.
3. Meet with other faculty assigned to teach in the course throughout the semester to determine concerns, problems, and needs.
4. Mentor new faculty in the course.
5. Evaluate other faculty teaching in the same course section (classroom and clinical).

DUTIES OF AN ACADEMIC ADVISOR

1. Discuss career and educational goals with students.
2. Aid in the course selection process to ensure progress towards student goals.
3. Display an interest in student development.
4. Identify student strengths and weaknesses.
5. Communicate with advisee regarding academic progress policy.
6. Maintain updated reports on student progress.
7. Intervene if behavioral or academic abnormalities occur.
8. Connect students with resources and referrals for service(s).
9. Demonstrate a strong understanding of institutional policies.
10. Communicate the curriculum and graduation requirements for the Nursing program.
11. Assess student's progress and intervene as needed towards degree completion. Provide insight into appropriate course sequencing.
12. Maintain confidentiality of student records and advisee conversations as required by law.
13. Monitor progress on success plan.
14. Meet newly assigned advisees at new student orientation.
15. Schedule appointments with the advisee at designated intervals during the program to discuss,

plan, and complete registration forms for the upcoming semester.

16. Monitor advisee health records and notify them of impending deadlines for updating their immunizations and CPR certification.
17. Monitors AIP reports from faculty and notifies advisees to make an appointment with an advisor as necessary.
18. Monitor the remediation plan and revise it as needed.
19. Document meetings with advisee in Sonis.
20. Refers advisees to tutoring or other assistance for academic performance deficits.
21. Adjust course registration for advisees based on their academic grade average and per plan agreed upon by advisee and advisor.
22. Advise Registrar of at-risk status or special circumstance that would impact immediate or severe change in their course progress or enrollment.
23. Monitor and log the required service project hours accomplished by advisees.
24. Schedule and hold exit interviews with senior advisees in the fourth semester to review advisees' academic and service accomplishments and assess readiness for professional interviews.
25. Perform a portfolio check for all advisees during Junior Semester 2 and Senior Semester 3. (Portfolio initiated in N314 Intro to Professional Practice and final grade received in N443 Leadership and Management).
26. Additional duties as assigned.

ADMINISTRATIVE SERVICES

Faculty members, such as Independent Study or Course Coordinators, may be selected to provide certain administrative services. The finalization of these temporary special assignments is contingent upon approval by the College President, Dean of Nursing, and the individual faculty member involved.

CRITERIA FOR EVALUATION OF FACULTY

A faculty member is entitled to an annual performance review by the Dean of Nursing. The purposes of the review are to provide information for decisions on reappointment, performance, and promotion and to assist the faculty member with their professional development goals. A more extensive evaluation is aligned with consideration for promotion.

FACULTY EVALUATION PROCEDURE

Faculty Performance Evaluation Guidelines

The Faculty Performance Guidelines are used to assist the faculty member in self-evaluation, assist the dean in writing annual performance reviews of faculty, and assess Lakeview College of Nursing faculty for promotion. Faculty performance in teaching, scholarship, and service will be assessed using the five categories of evaluation: Excellent, Above Average, Average, Below Average, or Unsatisfactory. Faculty should strive to score above average or excellent in teaching and/or scholarship and no less than average in service.

Categories for Faculty Performance Evaluation

(5) A rating of “Excellent” indicates that the faculty member is truly exceptional and deserving of merit in this performance category.

(4) A rating of “Above Average” indicates that the faculty member meets or exceeds the expectations in this performance category.

(3) A rating of “Average” indicates that the faculty member fulfills Lakeview expectations as typical of faculty in good standing in this performance category.

(2) A rating of “Below Average” indicates that the faculty member meets minimally acceptable expectations, with areas designated for improvement in this performance category.

(1) A rating of “Unsatisfactory” indicates that the faculty member does not meet a majority of minimally acceptable expectations in this performance category.

Ratings by the dean of “Below Average” or “Unsatisfactory” require that a developmental plan be created in conjunction with the faculty member to address the identified concerns or deficiencies.

Procedures for Annual Faculty Performance Review

- (1) The **faculty member** will submit a self-assessment report to the dean at the end of the academic year that contains:
 - a. A copy of the previous year’s goal plan (fall semester to spring semester) for current year performance expectations,
 - b. A faculty self-assessment that addresses the individuals’ performance over the past year (fall semester to spring semester) in teaching, service, and the previous scholarship
 - c. Completed peer observation of classroom teaching,
 - d. Updated documentation of professional development, scholarship, and service
 - e. A goal plan with at least three anticipated outcomes for the upcoming year, including goals for performance in teaching, service, and scholarship.
- (2) The Director of Assessment will submit to the Dean the following faculty assessment reports:
 - a. Completed course assessments.
 - b. ATI scores
 - c. Student course evaluations
- (3) The Dean of Nursing will
 - a. complete a minimum of one observation of classroom and/or clinical teaching each academic year (including a review of the course syllabus and teaching materials),
 - b. review the faculty self-assessment,
 - c. assign annual performance ratings in teaching, scholarship, and service using the above rating scale based on performance criteria as outlined in this document,
 - d. provide narrative in teaching, scholarship, and service to support the ratings,
 - e. review these ratings and narratives with the faculty member annually.
- (4) Faculty may provide additional information or response to the Dean's review(s) by the end of the academic year that will be included in the documents.



FACULTY EVALUATION FOR PURPOSES OF PROMOTION

See Appendix D: Promotional Rubrics – Teaching, Service, and Scholarship

Teaching Levels:

(1) Excellent or Above Average:

a. Criteria

- i. Acts in accordance with professional norms.
- ii. Employs teaching methods and structures expectations and assignments with sufficient complexity and rigor to foster students' intellectual development.
- iii. Displays and communicates interest and enthusiasm for the subject and in interactions with students.
- iv. Is always highly prepared and organized.
- v. Displays excellence and adaptability in various teaching situations, if and as needed.
- vi. Uses multiple, challenging assessment strategies.
- vii. Creates a high level of interest and motivates students to investigate the content further consistently and stimulates attitudes of intellectual curiosity and disciplined inquiry.

(2) Average

a. Criteria

- i. Acts in accordance with professional norms.
 - ii. Employs teaching methods and structures expectations and assignments in a way that is consistent with the complexity and rigor of similar courses at comparable institutions.
 - iii. Displays interest in the subject and the students.
 - iv. Is consistently prepared and organized for classes and other student meetings.
 - v. Displays innovation and growth in style of teaching as necessary.
 - vi. Displays effective use of current methodologies and tools.
 - vii. Employs assessment techniques that are appropriate to the instruction and provides timely and constructive feedback.
 - viii. Creates a classroom environment that fosters meaningful and sustainable learning.
 - ix. Designs course content to foster growth and development appropriate for the discipline.
 - x. Participates in academic and/or career advising of students
- b. Examples of Performance are listed below. However, the Criteria as stated in the guide to meeting Performance Expectations in each category.

The following are EXAMPLES of Excellent or Above Average	The following are EXAMPLES of Average
<ul style="list-style-type: none"> a. Develops and maintains creative materials to enhance classroom learning. b. Develops or assists in developing new courses or significant course revision. c. Coordinates multiple course sections d. Participates in and/or directs educational or teaching activities beyond teaching load, e.g., independent studies, development and management of student professional behaviors, student generic ability assessment, etc. e. Uses innovative teaching techniques and methodologies. f. Serves as a mentor or consultant to peers regarding teaching/learning, etc. g. Active involvement in faculty meetings. h. Involvement in developing or teaching activities for student retention and success. i. Develops expertise or technical skills in response to programmatic teaching needs, including the pursuit of professional board certifications j. Outstanding evaluation (by students, peers, or administrators). k. Clinical practice that supports teaching roles. 	<ul style="list-style-type: none"> a. Satisfactory evaluation (by students, peers, or administrators). b. Demonstrates comprehensive knowledge of the subject. c. Keeps content updated. d. Encourages student opinions. e. Maintains a climate of fair and impartial interaction with students. f. Demonstrates excellent teaching skills to enhance classroom learning. g. Demonstrates the ability to relate theory to practice.

(3) Below Average or Unsatisfactory

- a. Criteria
 - i. Does not act in accordance with professional norms.
 - ii. Assigns work that falls below college expectations.
 - iii. Exhibits inconsistent teaching and/or has a negative impact in the classroom.
 - iv. Is often usually unprepared for class and/or unorganized.
 - v. Uses only one teaching style and is unwilling to employ alternative methods, even when needed.
 - vi. Employs ineffective teaching methods.
 - vii. Employs inadequate or otherwise inappropriate methods and/or gives untimely feedback.
 - viii. Does not create a classroom environment that fosters meaningful and sustainable learning.
 - ix. Offers courses that appear unchallenging and seem to produce little academic growth in students.

Scholarship Levels:

(1) Excellent, Above Average, Average.

a. Criteria

- i. Generally, these categories are indicated by at **least one completed work or product**. The product could include a publication, a grant award or application, a conference presentation, an alternative form of scholarship designed for campus improvement, or a project submitted for peer review. Even without a finished product, significant progress on a long-term project may deserve at least an evaluation of “favorable.” It is incumbent upon the faculty member to describe their participation in each scholarship endeavor and show that the progress has been significant.

- b. Examples of Performance are listed below. However, the Criteria as stated in the guide to meeting Performance Expectations in each category.

The following are EXAMPLES of Excellent	The following are EXAMPLES of Above Average	The following are EXAMPLES of Average
<ol style="list-style-type: none"> a. Publication of the results of research, scholarship, and creative endeavor in a national peer-reviewed journal in discipline or a multi-disciplinary journal b. Book in the discipline (single author or co-author) c. Chapter in a scholarly book d. Published supplemental teaching material which is nationally disseminated by an established entity e. Edited book or textbook (any edition) f. Successfully funded external grant that is selected from a national or international applicant pool g. Peer-reviewed, major, published software application h. Peer-reviewed patent on an invention only if related to discipline i. Educational effectiveness studies such as those found in comprehensive program reports or accreditation studies j. Two peer-reviewed products 	<ol style="list-style-type: none"> a. Successfully funded external grant that is selected from a state or regional applicant pool b. Published supplemental instructional material, such as the instructor’s manual or software c. Peer-reviewed publication in conference proceedings (not an abstract) d. Peer-reviewed, public product, contributing to discipline as negotiable by the dean e. Peer-reviewed published discipline-related creative work f. The peer-reviewed paper, poster, or abstract presented at a national or international meeting of an academic or professional organization, selected from a national applicant pool g. Community-engaged scholarship that results in detailed consultative reports or policy statements h. Unsuccessful external grant to a national or international granting agency i. Two peer-reviewed products 	<ol style="list-style-type: none"> a. The peer-reviewed paper, poster, or abstract presented at a regional meeting of an academic or professional organization, selected from a regional applicant pool b. The peer-reviewed paper, poster, or abstract presentation at local or state meetings of an academic or professional organization c. Peer-reviewed co-presentation with students or other faculty at local or state meetings d. Published book or video review e. Published online reference article f. State or regional grant application that is not funded g. Graded assignments from doctoral preparation course that demonstrate the generation of ideas and concepts that will improve the profession of nursing or improvement of student outcomes h. Progress on doctoral studies

- (2) Below Average.
 - a. Criteria
 - i. This category is indicated by updated work in progress but no finished product:
 - b. Examples
 - i. Documentable evidence of a scholarship plan containing work in progress
- (3) Unsatisfactory.
 - a. Criteria
 - i. This category is indicated by a lack of work in progress – no finished product and no updated work in progress
 - b. Example
 - i. No new work in the last several years or no progress made on previously cited work in progress

Service Levels:

Faculty in the Lakeview College of Nursing should aspire to be active in all service areas: Service to Lakeview; Service to the Profession; Service to the Community. As academic professionals teaching and creating a scholarship in health care, environments, and service to the college, professionals, and community are all highly valued, respected, and necessary. In appraising a faculty member's service performance, criteria considered include service quality, level of service impact, quantity (amount) of service, faculty rank, and visibility.

- (1) Quality of service – an assessment of the actual service contributions made to Lakeview, profession, and community. This can be documented through a letter from the committee chair, a community organization, or a professional reference evaluating and documenting the individual's service involvement.
- (2) Level of service impact – evaluates the extent the service impacts the intended recipients, whether at the university level, within the profession, or in the community at large.
- (3) Quantity (amount) of service – the breadth and depth of the individual's time commitment to service activities
- (4) Faculty rank – an assessment of the appropriateness of the service commitment and load with respect to the individual's career location
- (5) Visibility - The visibility of a specific service activity may also be taken into account in performance evaluation, as it can enhance the reputation of the program, the profession, and the reputation of Lakeview College of Nursing.

- (1) Excellent or Above Average
 - a. Criteria
 - i. Service commitment is evident in Lakeview, community, region, nation, or world. The extent of the service has a high impact on the organization served.
 - ii. A high number of advisees indicate on the Advising surveys that the Advisor serves the students, college, and profession through mentoring and influencing the advisee's academic and professional growth.
- (2) Average
 - a. Criteria
 - i. Service commitment is primarily at the faculty committee level, with minimal service to college, community, or professional organizations.
 - ii. A least 50% of advisees indicate on the Advising Survey that the Advisor engages them as mentors to influence academic and professional growth.

EXAMPLES of other Service for consideration
<ul style="list-style-type: none">a. Serve as an officer, board member, or member of the major committee of a professional society or organizationb. Service on refereed journal editorial board or as a manuscript reviewerc. Service as grant reviewer to an international or national foundation or government agencyd. Serve as a representative of Lakeview at meetings and group functions outside Lakeview.e. Teaching professional continuing education courses based on community needs or requestsf. Community service activities that provide public or professional awareness of Lakeview College of Nursing, such as:<ul style="list-style-type: none">(i) involvement in favorable media exposure(ii) involvement in two or more speaking engagements(iii) consultation with school or community organizations(iv) development or assistance in the development of a plan or program related to disciplineg. Participation in Lakeview College of Nursing committees and at least one subcommitteeh. Attendance at 100% of all scheduled faculty meetings unless formally excused.i. Participation in College/community service activities, such as:<ul style="list-style-type: none">a. Recruitment effortsb. Commencement Activitiesc. Alumni Activities

(3) Below Average

a. Criteria

- i. Service commitment is primarily at the faculty committee level with minimal service to Lakeview, community, or professional organizations.
- ii. Less than 80% attendance at faculty meetings, commencement, and alumni events
- iii. Less than 50% of advisees indicate on the Advising Surveys that the Advisor somewhat engages them to promote academic and professional growth.

(4) Unsatisfactory

a. Criteria

- i. Minimal to no service commitment at the school or department level and no outside service to professional or community organizations.
- ii. Less than 50% attendance at faculty meetings, commencement, and alumni events
- iii. A high number of advisees indicate on the Advising surveys that the Advisor does not engage them in thorough advising opportunities.

The promotion policy and procedure are used for promotion to the next rank. The dossier content section in the policy is used annually by faculty and is submitted to the Dean of Nursing within the posted deadline.

PROMOTION POLICY

Lakeview College of Nursing believes that promotion represents a standard of faculty performance consistent with their promotion to the next rank.

PURPOSE

To provide a procedure to recognize excellence in at least one of the three areas: teaching, scholarly/practice, and service.

SPECIAL INSTRUCTIONS/FORMS TO BE USED

- Use the dossier to validate the need for promotion in rank.
- Complete the Promotion Request Form.

PROCEDURE

1. Written standards for rank are made available to faculty at the initial appointment.
2. Promotion will be available to faculty in the ranks of instructor, assistant professor, associate professor, and professor.
3. Dossiers and related materials for candidacy for promotion are due to the Chair of the Professional Development Committee no later than October 1.
4. Review for promotion will take place in the current academic year.
5. Part-time faculty are eligible for promotion.
6. The promotion shall be based on criteria related to the faculty's responsibilities and activities in teaching, scholarship/practice, and service. To meet promotion criteria, a faculty member must have demonstrated excellence in at least one of the three areas and competence in the other two. In all areas of activity, the faculty must exhibit a strong sense of the five (5) values of Lakeview: adaptability, excellence, integrity, caring, and service.
7. Faculty who receive a promotion may be eligible for a salary increase.
8. The faculty is expected to continue to be productive and have satisfactory annual performance appraisals.
9. The Professional Development Committee reviews the dossier and makes a recommendation to the Dean of Nursing by November 1. The Promotion Request Form must be submitted with the dossier.
10. All committees voting on the promotion recommendation must have a majority vote.

11. Dossiers will be reviewed one at a time if there are multiple candidates for promotion. Any committee members with a conflict of interest will not participate in considering the faculty member. The committee will seek a replacement for that individual during the dossier review and recommendation for promotion.
12. Faculty may also request to have an external review of the dossier. This review would be conducted by three designated individuals qualified to assess dossiers for promotion and be appointed by the Faculty Organization. These members are reappointed every year.
13. The Dean of Nursing will take his/her recommendation to the Professional Affairs Committee of the Board of Directors.
14. At the December Board of Directors Meeting, the Professional Affairs Committee will review and send their recommendation to the entire Board of Directors for final approval. The Board of Directors' decision is final.
15. Faculty not recommended for promotion will be informed in writing of the reasons.
16. The Dean of Nursing will provide constructive guidance for improving performance in terms of Lakeview's criteria for the promotion.
17. A faculty member may appeal the decision. Lakeview Grievance Policy should be used for the appeal process.
18. Promotions will be effective on January 1.

PORTFOLIO CONTENT

Section A	Promotion Request Form
Section B	Candidate's current vita, plus an indication of accomplishments since initial appointment or last review.
Section C	Letters of recommendation
Section D	<p>Teaching</p> <ul style="list-style-type: none">▪ Evidence of teaching performance, i.e., summary statistics, student comments, and peer comments.▪ Development of new courses.▪ Use of creative teaching strategies.▪ Advising performance.
Section E	<p>Scholarly/practice</p> <ul style="list-style-type: none">▪ Publication of refereed journals▪ Scholarly books▪ Monographs▪ Oral presentations to the academic community, other universities, regional, national, and international meetings and seminars▪ Invited lectures and papers presented▪ Review and referee of scholarly work of others▪ Item writer▪ Professional Practice▪ Conducting workshops▪ Teaching extension courses▪ Preparing informational and instructional materials▪ Conducting workshops and conferences▪ Consulting▪ Acquiring, organizing, and interpreting information resources▪ Engaging in clinical and diagnostic practice▪ Participating in activities that involve professional expertise for professional associations.
Section F	<p>Service</p> <ul style="list-style-type: none">▪ Enumeration of College committee memberships and chairships▪ Administrative assignments▪ Offices held in the state, regional, national, and international organizations▪ Community, regional, state, national, and international activities
Section G	<p>Professional Development Committee's summary and recommendation</p> <ul style="list-style-type: none">▪ All committee members review the dossiers. This review is to be a thorough assessment of the candidate's strengths and weaknesses.▪ A copy of the letter will be provided to the candidate at the time the letter is inserted in the dossier.
Section H	External evaluator's recommendation (if applicable)

Section I **Dean of Nursing's recommendation**

The Dean of Nursing will discuss the earlier review(s) and identify areas of concern or disagreement. If the first level review(s) differ from the Dean of Nursing's recommendation, then the Dean of Nursing will discuss the nature of the disagreement with the individuals involved in the first level review(s). The first-level reviewers will reconsider the original recommendation and report the reconsidered recommendation to the Dean of Nursing. Where differences of opinion exist among the first-level reviewers and the Dean of Nursing, a brief statement outlining the areas of disagreement and rationales for the recommendations must be included in the Dean of Nursing's letter to the Professional Affairs Committee of the Board of Directors. The Dean of Nursing will provide the candidate with a copy of the letter to the Professional Affairs Committee.

Section J **The Professional Affairs Committee's Recommendation**

If the Professional Affairs Committee's recommendation differs from the Dean of Nursing's recommendation, then the Professional Affairs Committee will discuss the nature of the disagreement with the Dean of Nursing. The Dean of Nursing will reconsider the original recommendation and report the reconsidered recommendation to the Professional Affairs Committee. Where differences of opinion exist among the Dean of Nursing and the Professional Affairs Committee, a brief statement outlining the areas of disagreement and rationales for the recommendations must be included in the Professional Affairs Committee's letter to the Board of Directors. The Professional Affairs Committee will provide the candidate with a copy of the letter to the Board of Directors.

Section K **The Board of Director's vote**

The Board of Directors will render the final decision on the candidate's promotion and will inform all parties of their decision in writing.

Dossiers must be accompanied by supporting materials such as books, monographs, refereed journal articles, photographs, etc. Such supporting materials accompany the dossier but are not part of it. Dossiers and supporting documentation are returned to the candidate at the completion of the process.

Material may not be added to the dossier except by consent of the Professional Development Committee.

Candidates for promotion are responsible for ensuring that their dossiers' teaching, scholarly or creative work, and service sections are complete, accurate, and properly organized and present the strongest possible case. While the candidate is expected to provide information about his or her entire career, evaluations should focus on activities from the date of appointment to the present position.

Promotions will start on January 1.



Lakeview College of Nursing PROMOTION REQUEST FORM

Name: _____

Degree(s): _____

Date of Hire: _____

Date of Full-time Status: _____

Initial Rank: _____

Date of Initial Rank: _____

Current Rank: _____

Date of Last Promotion: _____

Request for Promotion to: _____

Date request submitted: _____

RECOMMENDATIONS

	Promotion	Signature and Date
Professional Development Committee Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Individual notified in writing on:	_____	

	Promotion	Signature and Date
External Reviewer 1:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
External Reviewer 2:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
External Reviewer 3:	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Individual notified in writing on:	_____	
If External Reviewers are not used, please sign and date here:	_____	

	Promotion	Signature and Date
Dean of Nursing	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Individual notified in writing on:	_____	

	Promotion	Signature and Date
Professional Affairs Committee Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
Individual notified in writing on:	_____	

FINAL DECISION	Promotion	Signature and Date
Board of Director's Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____

Effective Date of Promotion (if approved): _____

GENERAL COLLEGE POLICIES AND PROCEDURES

STATEMENT OF EQUAL EMPLOYMENT OPPORTUNITY POLICY

Lakeview College of Nursing will recruit, hire, promote, compensate, and administer all employment practices without regard to race, color, sex, religion, national origin, age, disability, or any other protected status in accordance with applicable local, state, and federal laws. Further, all social, recreational, and benefit programs are administered regardless of race, color, sex, religion, national origin, age, disability, or any other protected status in accordance with local, state, and federal laws. Lakeview is an affirmative action employer of men, minorities, qualified disabled persons, and covered veterans. It is committed to continuously identifying and considering such individuals for employment and opportunities arising during employment.

- I. Responsibility: All employees must conform to both the letter and the spirit of this policy and all applicable civil rights, orders, and laws. It is the primary responsibility of the College President to develop, coordinate, and monitor all Equal Employment Opportunity programs. The President is responsible for supporting human resources functions, including maintaining appropriate records required to execute the Equal Employment Opportunity program.
- II. Implementation: The policy stated above is a reaffirmation of a long-standing policy. The strengthening of this policy shall be done through developing specific and result-oriented procedures, including an appropriate employee dispute resolution procedure; the phrase "An Equal Opportunity Employer" will appear on all human resource recruitment advertisements and through their implementation in a reasonable faith effort by all employees.

AMERICAN WITH DISABILITIES ACT (ADA) POLICY

Following the Americans with Disabilities Act (ADA) and State law, and consistent with Lakeview's Policy on Harassment and Discrimination, it is the policy of Lakeview to provide reasonable accommodations in employment in the timeliest and most effective manner to qualified individuals with disabilities unless the accommodation would impose an undue hardship on the operation of Lakeview's business or would change the essential functions of the position. Retaliation against an individual with a disability for utilizing this policy is prohibited. Lakeview's intent is to ensure that every employee (faculty, staff, and/or administrators) who requests accommodations under the ADA or the Rehabilitation Act is promptly and properly advised of the accommodation process.

PROCESS

College Responsibilities and Employee/Applicant Responsibilities

As further described, employees and applicants are responsible for requesting accommodation under this Policy.

Lakeview is required to provide a reasonable accommodation for the known disability of an applicant or employee if requested unless the accommodation would either impose an undue hardship on the operation of Lakeview's business or change the essential functions of the position. While employees are required to address any specific request in good faith, Lakeview has no obligation to determine or identify the need for an accommodation absent the employee's or applicant's specific request.

Lakeview is responsible for ADA compliance and engaging in an interactive process to determine whether an employee or applicant is a qualified individual with a disability to provide reasonable accommodation. Individuals may self-identify even if no accommodation is requested.

Definitions: The definition of a "person with a disability" under the ADA guidelines is "An individual with a disability who, with or without reasonable modification to rules, policies or practices, meets the essential eligibility

requirements for receipt of services or the participating in programs or activities provided by a public entity who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities;
2. has a record of such impairment; or
3. is regarded as having such impairment.

Major Life Activities

- A. In General – major life activities include but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, and thinking, communicating, and working.
- B. Major Bodily Functions – a significant life activity also includes the operation of a major bodily function, including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Substantially Limiting - Impairment is substantially limiting if it prohibits or significantly restricts an individual's ability to perform a significant life activity as compared to the ability of the average person in the general population to perform the same activity. Whether an impairment substantially limits a major life activity depends on the nature and severity of the impairment, the duration or expected duration of the impairment, and the permanent or long-term impact.

Has a record of an impairment – An individual has a record of impairment if that individual has a history of, or has been classified as having, a mental or physical impairment that substantially limits one or more major life activities.

Regarded as having such an impairment – An individual meets the requirements of being regarded as having such an impairment if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment substantially limits or is perceived to substantially limit a major life activity.

When determining if a condition is a disability, Lakeview will not consider any "mitigating measures" such as prescription drugs, medical equipment, prosthetics, or other remedies beyond ordinary eyeglasses or contact lenses.

Qualified Individual with a Disability –An employee or applicant for employment who, with or without reasonable accommodation, can perform the essential functions of the position.

Reasonable Accommodation is any modification or accommodation to a position, practice, policy, or work environment that allows a qualified individual with a disability to perform the position's essential functions. Reasonable accommodations may include, but are not limited to:

Making existing facilities readily accessible to and usable by persons with disabilities;

Job restructuring, modifying work schedules, reassignment to a vacant position; or

Acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials, or policies, and providing qualified readers or interpreters.

Lakeview is not obligated to and will not provide personal use items needed in accomplishing daily activities (i.e., eyeglasses, hearing aids, prosthetic limbs, or a wheelchair).

Regardless of the disability, the individual must be able to perform “Essential Job Functions”:

Lakeview does not have to eliminate an essential function from the position, nor does it have to lower quality or performance standards to make an accommodation, as long as those standards are applied uniformly to employees with or without a disability. There are a number of other employees available to perform the functions. Lakeview does not have to create a new position to accommodate an employee.

Marginal Job Function is a job function considered a secondary non-critical job task. Although important and necessary to the position, a marginal job function could be reassigned to others and/or performed a lesser percentage of time as occasional essential functions.

Undue Hardship is an action requested of an employee accommodation or action requiring significant difficulty or expense when considered in light of factors such as Lakeview's size, resources available, and the nature of its operation. Undue hardship also refers to an unduly extensive, substantial, or disruptive accommodation or one that would fundamentally alter the nature of the position.

Procedure to Request a Reasonable Accommodation

As previously stated, an employee and applicant are responsible for requesting an accommodation under this Policy.

Applicants - Applicant requests for reasonable accommodation during the hiring process may be made to the hiring supervisor or human resources office.

Employees

1. Employee requests for reasonable accommodation must be made to the Human Resource Office by completing the Self-Identification and Accommodation Request form.
2. The employee must meet with Human Resources Office or designee, who will facilitate an interactive process between the employee and the supervisor to determine if a reasonable accommodation can be provided to the employee. The employee must communicate how the disability affects his/her ability to perform the job's essential functions and identify what workplace accommodations are necessary to perform the job duties.
3. Human Resources or designee will discuss the essential functions of the particular position and the precise job-related limitations and offer suggestions for possible reasonable and practical accommodations.
4. Human Resources or designee may request medical documentation of the individual's functional limitations to support the request. Any medical documentation will be collected and maintained in accordance with appropriate confidentiality procedures.
5. The employee's supervisor and/or Human Resources will provide information on the position's essential functions and the requested accommodation's impact on the department's operations. The supervisor will also provide input to the Human Resources Office or designee on the effectiveness each potential

accommodation would have in allowing the employee to perform the essential functions of the position.

6. The Dean of Nursing and/or College President may be informed and/or consulted if there is an active or developing employee relations issue.
7. Upon completion of the interactive process, Human Resources or the designee is responsible for assessing whether or not the employee has requested reasonable workplace accommodation and determining what if any, accommodation is most appropriate for both the employee and Lakeview. While consideration is given to the employee's preference, Lakeview will choose from among reasonably practical accommodations and may select and implement the one that is most cost-effective and straightforward to provide.
8. Lakeview will provide a written decision within 30 calendar days from the date of the employee request and will notify the employee if a more extended period is needed.

Confidentiality

Information regarding requests for accommodations will be kept confidential and shared with others only if they have a legitimate business reason to know. Supervisors will be informed of the functional limitations of an employee caused by physical or mental impairment. The Dean of Nursing and College President will be informed if an employee relations issue is involved. Medical documentation regarding an employee's diagnosis may be shared with the Dean of Nursing and College President.

Appeals/Grievance Procedure

Employees who are dissatisfied with a determination regarding an accommodation request or believe that the decision(s) was reached improperly or unfairly should discuss the matter with the Human Subjects Committee Chairperson for information, support, and possible informal resolution. The college grievance procedure should be initiated if a resolution cannot be achieved.

Applicants for employment who allege a denial of a request for an accommodation of a disability during the hiring process may file a grievance within 30 calendar days of the alleged denial of accommodation.

ANTI-HARASSMENT IN EMPLOYMENT

Lakeview College of Nursing is committed to providing its students with an educational environment that is free of discrimination.

Accordingly, Lakeview will not tolerate harassment of Lakeview College of Nursing students by anyone, including the College President, any administrator, any (full or part-time) faculty or staff member, including any student workers, graduate students, any other College student, or any third party.

Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as sex, color, race, religion, creed, ancestry, national origin, age, physical or mental disability, marital status, or legally protected statuses. Lakeview will not tolerate harassing conduct that affects the tangible benefits of education, interferes unreasonably with an individual's educational performance, or creates an intimidating, hostile, or offensive educational environment. Such harassment may include, for example, jokes about another person's protected status, kidding, teasing, or practical jokes directed at a person based on his or her protected status.

Sexual harassment deserves special mention. Sexual harassment is conduct based on sex, whether directed towards a person of the opposite or same sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually-oriented "kidding" or "teasing," "practical jokes," jokes about obscene printed or visual material (including computer monitors), and physical contact such as patting, pinching, or brushing against another person's body. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitute sexual harassment when:

- (1) the student's submission to such conduct is either explicitly or implicitly made a term or condition of receiving an education;
- (2) the student's submission to or rejection of such conduct is used to influence the student's educational development or participation in any College activity or program, including but not limited to: whether the student will be admitted to Lakeview; the educational performance required or expected of the student; the attendance or assignment requirements applicable to the students; the courses, fields of study or programs (including honors and graduate programs) to which the

students will be admitted; what placement or course proficiency requirements apply to the student; the quality of instruction the student will receive; what tuition or fees are required of the students; what scholarship opportunities are available to the student; any grade the student will receive in any examination, course or program of instruction; the progress of the student toward successful completion of the nursing program; the degree, if any, the student will receive; or

- (3) the conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, or offensive educational environment.

All College students and employees are responsible for helping ensure that we avoid harassment regardless of whether the harassment has yet reached a severe or pervasive level that is considered a violation of the law. If any student of Lakeview feels that he/she has experienced or witnessed harassment, he/she must notify the Title IX Coordinator. Lakeview forbids retaliation against anyone for reporting harassment, assisting in reporting harassment or cooperating in a harassment investigation. **If any student feels that he/she has been retaliated against, he/she is to notify the Title IX Coordinator.**

Lakeview's policy is to investigate all harassment complaints made under this policy impartially, thoroughly, and promptly. To the fullest extent possible, Lakeview will keep harassment complaints, records related to harassment complaints, and the terms of the complaint's resolution confidential. If an investigation confirms that a policy violation has occurred, Lakeview College of Nursing will take appropriate corrective action to stop harassment and ensure that the harassment does not reoccur.

CONFIDENTIALITY

All information relating to an employee or student of Lakeview College of Nursing, whether recorded or not, received or acquired in connection with the operation of Lakeview, shall be confidential. Intentionally accessing or disclosing information not required to perform one's assigned duties is a breach of confidence. Any breach of confidence shall result in corrective action.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools receiving funds under a U.S. Department of Education program.

FERPA gives students the following rights:

- The right to inspect and review their education records within 45 days of the day Lakeview receives an access request.
- The right to control disclosure of personally identifiable information in their education records,
- except to the extent that FERPA authorizes disclosure without consent.
- The right to request amendments to their education records when those records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The student should first file a complaint with the department responsible for the records in question. If Lakeview fails to provide a satisfactory response, the student may submit a written complaint to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

HEALTH INFORMATION PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

Health Insurance Portability and Accountability Act (HIPAA) privacy rules became effective in April 2003. HIPAA requires that institutions that create, use, store and analyze identifiable health information for research, treatment, and management functions comply with privacy standards. HIPAA covers all medical records and other individually personal identifiable information, treatment code sets, privacy, and security in any form- electronic, paper, and oral. Although Lakeview of Nursing is not a “covered entity”, HIPAA impacts Lakeview of Nursing in the areas dealing with how patient information is handled in the healthcare system. Specifically, Lakeview has concerns relating to the analysis and transmission of information for the purposes

of research and student clinical experiences in healthcare agencies. All associated clinical agencies will have policies and procedures to safeguard personal identifiable patient information. Faculty and students must become aware of the policies and procedures and to abide by them accordingly.

Compliance with HIPAA

Lakeview College of Nursing complies with the HIPAA regulations according to each clinical organization where the HIPAA Privacy Rules exist. Students may be required by their assigned clinical agency to complete HIPAA training. HIPAA regulations, educational training, and certification may be located on the Lakeview College of Nursing Website (www.lakeviewcol.edu).

DRESS CODE

(see the Policy Manual and Student Handbook/College Catalog for the full policy)

Clothing worn must project a professional and appropriate image. Faculty serve as role models for students in classroom and clinical areas. When faculty supervise students in the clinical areas, they should dress appropriately (lab coat with LCN patch preferred, name tags, scrubs, uniform, and/or business attire.) Nails may not be longer than ¼” and well maintained. Nail polish is acceptable as per clinical facility policy.

Body Art

Jewelry: Jewelry should be worn in moderation. Body jewelry is not appropriate as it relates to body piercing of the nose, tongue, lips, and eyebrows. Clinical faculty are to wear only one studded earring in each ear, and no necklaces should be worn. A wedding band or set is permitted. Tattoos: Tattoos must be covered.

A good rule of thumb is to choose something else or inquire first if you are unsure if something is acceptable.

FACULTY GRIEVANCE POLICY AND PROCEDURE

Refer to the Lakeview College of Nursing Policy Manual.

CODE OF TEACHING RESPONSIBILITY

The satisfaction of teaching responsibilities by faculty is essential to the successful functioning of Lakeview College of Nursing. The College considers these responsibilities so important that faculty performance in meeting this Code's provisions shall be considered in determining salary increases, tenure, and promotion.

1. **Course content:** Faculty shall be responsible for ensuring that the content of the courses they teach is consistent with the course descriptions approved by the Curriculum Committee. Faculty shall direct class activities toward the fulfillment of course objectives and shall evaluate student performance in a manner consistent with these objectives.
2. **Course Syllabi/Lesson Plan:** Faculty shall distribute a course syllabus (either in print or electronic form) at the beginning of the semester. The syllabus shall minimally include:
 - (a) instructional objectives;
 - (b) faculty contact information and office hours;
 - (c) grading criteria and methods used to determine final course grades;
 - (d) date of the final examination, assessment exams, and required assignments, quizzes, and tests, if applicable;
 - (e) attendance policy;
 - (f) required and recommended course materials to be purchased, including textbooks and supplies;
 - (g) any required proctoring arrangements to which students must adhere.
3. **Student Assessment and Final Grades:** Faculty shall be responsible for informing students of the grading criteria and methods used to determine grades on individual assignments. Faculty shall evaluate students' performance based on announced criteria and standards of academic achievement. Faculty shall submit final course grades by the College deadlines. Assessment methods should be appropriate to the learning objectives of the course. In that context, Faculty are expected to take reasonable steps to create an assessment environment that promotes academic integrity. Proctoring or other security measures necessary to ensure the integrity of assessments should be administered in a manner consistent with the design and delivery of the course.
4. **Testing Documents:** All testing questions are integral to the course material.
5. **Remediation:** Faculty shall remediate concepts after a test, examination, or quiz within 14 days to enhance the learning experience.
6. **Written Papers and Assignments:** Faculty shall return students' care plans and other assignments within seven days or prior to the next equivalent assignment to enhance the learning experience. Standalone Assignments and papers over four pages must be graded within 14 days. Written papers and Assignments are the property of the students who prepare them. Faculty shall retain unclaimed course work for at least one semester to allow students to retrieve such work. Faculty have a right to retain a copy of student coursework for their files.
7. **Class Meetings:** Faculty shall be responsible for meeting their classes regularly and at scheduled times.
8. **Faculty Accessibility to Students:** Faculty shall be responsible for being accessible to students outside of class time and, therefore, shall schedule and keep a minimum of 5 hours per week on-campus office hours for student conferences. Faculty who teach on both campuses shall split office hours between the two campuses. The on-campus office hours should be scheduled at times convenient to both

students and Faculty, with the additional option of mutually convenient prearranged appointments for students whose schedules conflict with announced office hours. Faculty teaching overload should schedule additional on-campus office hours as needed. Faculty who serve as academic advisors shall be responsible for maintaining additional office hours before and during enrollment periods. In addition to on-campus office hours, Faculty should be accessible through e-mail.

ACADEMIC FREEDOM

The common good of the individual faculty member and the Faculty Organization depends upon the free search for truth and its free expression. Academic freedom is essential to these purposes and applies to teaching and research.

Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for protecting the faculty member's rights in teaching and the student's freedom in learning. Freedom carries with it responsibilities as well as rights. Just as the faculty member should guard their right of free inquiry against limitation by others, they should guard it against limitation or compromise. In exercising their freedom, they should be devoted to the purpose for which academic freedom exists.

GRADES

Course final grades must be completed and posted on SONIS. The Registrar's Office will review grades and make the grades official for student access. No grades will be sent to students at the end of a semester. Please refer to the Academic Calendar for the deadline for grade submission. Final grades will not be available to students with outstanding accounts at Lakeview. The Lakeview grading scale is based on a four-point system. Individual course faculty may determine grade point requirements for the specific course; however, faculty should be careful in weighting course requirements to ensure that final grades reflect a normal bell curve. The ATI score must be considered part of the overall theory course grade in courses with a proctored ATI assessment test. Final Grades will be expressed in alphabetical terms.

GRADE INFLATION

Grade inflation awards higher grades than students earn on examinations and other coursework. Grade inflation is also defined as an upward shift in students' grade point average (GPA) over an extended period without a corresponding increase in student achievement. No extra credit will be provided for students to raise their grades at Lakeview College of Nursing. No partial credit is awarded for a partial answer on proctored examinations. Grades are not rounded at any time during the nursing program (For example, 84.5 is not rounded to 85). Students cannot earn more than 100% on any assignment or exam in any course.

TESTING

Faculty are required to use the ATI to complement the nursing curriculum. Specific ATI modules, activities, or assessments identified within the ATI matrix must be fully integrated into the specified course to assist the student in meeting their course student learning outcomes. Additionally, faculty are required to use the ATI testing platform when administering examinations.

TESTING PLAN

Bloom's Taxonomy	Semester I	Semester II	Semester III	Semester IV
Comprehension/Understanding	50%	30%	15%	5%
Application/Analysis	50%	70%	85%	95%
Total Percentage of Test Items	100%	100%	100%	100%
Alternate Test Item (Combination of Traditional and Next Generation) *The number of next generation NCLEX items should not exceed 10% for any exam	10%	25%	35%	50%
Chart Items	Three (3) items that have a client chart (also referred to as item scenarios) should be included on each exam when appropriate for the content being assessed. These items should be included as part of the alternate item percentage.			

In the table above, when a student completes Semester I, 50% of all test items in that semester will be comprehension/understanding items, according to Bloom's Taxonomy, and 50% of the test items will be application/analysis items. Also, by the end of this semester, 10% of all test items will be alternate test items. Alternate items may be traditional items or next generation items. Traditional items include multiple response select all that apply, images, drag and drop, fill in the blank numeric, hot spots, and monitoring strips. Next generation items include bow tie, drag and drop cloze, drag and drop rationale, drop-down cloze, drop-down rationale, a drop-down table, highlight table, highlight text, matrix multiple choice, matrix multiple responses, multiple response grouping, multiple response select all that apply, and multiple response select N. The number of next generation NCLEX items should not exceed 10% for any exam.

At the completion of Semester II, 30% of all test items in that semester will be comprehension/understanding, and the other 70% of the test items will be application/analysis items. The percentage of alternate test items must meet 25% for the final exam.

At the completion of Semester III, 15% of all test items in that semester will be comprehension/understanding, and the other 85% will be application/analysis items. The percentage of alternate test items must meet 35% for the final exam.

When a student completes Semester IV, only 5% of all test items will be comprehension/understanding, and the other 95% will be application/analysis. The percentage of alternate test items must meet 50% for the final exam.

As shown in the table above, as a student moves from Semester I through Semester IV, there will be less comprehension/understanding per test and more application/analysis items. The progression shown here will foster assessment of clinical judgment to prepare students for the 2023 NCLEX-RN Blueprint.

The purpose of the Test and Test-Taking Policy is to promote consistency with grading practices and testing procedures to improve the assessment of student learning. Tests or examinations that fall under this policy are proctored. Some courses are exempt from this policy – refer to the course syllabus to determine if the course is exempt.

I. Grading

- A. Weight of test categories within course grade
 - 1. Tests/examinations will comprise 80% of course grades.
 - 2. Clinical and course assignments comprise 10% of course grades.
 - 3. The score achieved on the standardized content exam will comprise 10% of the course grade.
 - 4. A minimum passing score is 77%, except, for the N311 course, a minimum passing score is 85%. An average of all exams determines a passing exam score.
- B. Clinical Course Medication calculation test
 - 1. The following clinical courses must administer a medication calculation exam: N311, N321, N431, N433, and N441.
 - 2. The exam should be a minimum of 10 items per test.
 - 3. These medication calculation tests are weighted as pass/fail only.
 - 4. The following requirements apply to N311, N321, N431, and N433.
 - A. A minimum passing score is 90%
 - B. Calculators, pencils, and earplugs are provided
 - C. The student will receive three attempts to achieve a passing score
 - D. Clinical course failure if 90% is not achieved on third attempt
 - 5. The following requirements apply to N441.
 - A. A minimum passing score is 100% to pass medications in the clinical setting.
 - B. Calculators, pencils, and earplugs are provided
 - C. The student will receive three attempts to achieve a passing score
 - D. Clinical course failure if 100% is not achieved on third attempt
- C. Edvance 360 learning management system is used for calculating all course grades, including tests
 - 1. Faculty assign/enter a weight of 80% for all graded exams and tests.
 - 2. Faculty will assign/enter weights to individual tests (see syllabus).
 - 3. No test grades will be rounded.

II. Test-taking procedures:

- A. Testing is done in the classroom and computer lab setting.
- B. Personal computer/device and charger may be brought to the testing site, ready for testing.
- C. Report 10 minutes prior to the test.
- D. LCN photo ID badges are required to sit for a test.
- E. The proctor will provide a sheet of paper to use during the testing period. Sign and date the sheet of paper and return it to the proctor at the end of the testing period.
- F. The proctor will provide a pencil, calculator, and earplugs.
- G. All other items are to be placed at the front/back of the classroom.
- H. No smartwatches, fitness trackers, hand-held technology, ball caps, sunglasses, food, drinks, candy, cough drops, earplugs, earbuds, calculators, or any other personal belongings brought in by students will be allowed while testing.
- I. The proctor will provide a password code to begin the test if needed.
- J. Late arrival to testing site (see individual course syllabus)
- K. Once the student begins the test, they are not permitted to leave the testing site
- L. Once the student has completed the test, it is at the discretion of the proctor if a student may leave the testing site.
- M. See course syllabus for instructor's test/examination make-up policy.
- N. Examination/Test Review will be managed by the faculty and addressed in course policies.

III. Test Analysis:

- A. Exam items will be scored using three methods, depending on the item type. These methods are zero-one scoring, plus-minus scoring, and rationale scoring. The scoring method used should be appropriate for the item type. Partial credit will not be granted for items that are scored using zero-one scoring or rationale scoring. The following chart, which ATI created, provides an explanation for each exam item type as well as how they are scored.

Type of NGN Question	Description	Scoring
Bow Tie (Not used in Case Study)	Presents a clinical scenario in a medical record format. Drag each response from color-coded word choice boxes to the targets in the corresponding answer sections. Choose two responses from first column, one response from middle column, two responses from third column. Always a standalone item.	(0/1)
Drag-and-Drop Cloze	Presents information in sentence format. Contains one to five answer spaces, or targets, that represent a missing word or short phrase. Drag answers from associated word choice box to targets. Word choice box contains four to 10 word choices. Word choice box always includes more word choices than available targets. Can be case study or standalone item.	(0/1)
Drag-and-Drop Rationale	Presents information in a single sentence. Sentence contains two targets (dyad) or three targets (triad). Select answers from corresponding word boxes and drag to appropriate targets. Can be case study or standalone item.	(R)
Drop-Down Cloze	Presents information in sentence format. Contains two to five drop downs that represent missing information in the form of a word or short phrase; each drop down has three to five options. Select option from each drop down to complete sentence. Can be case study or standalone item.	(0/1)
Drop-Down Rationale	Presents information as a single sentence; contains two drop downs (dyad) or three drop downs (triad) that represent missing information in the form of a word or short phrase. Select option from each drop down to complete sentence. Can be case study or standalone item.	(R)
Drop-Down Table	Presents information in a table containing at least one column and three rows. Each row has one drop down that represents missing information. Select option from each drop down to complete sentence. Can be case study or standalone item.	(0/1)
Highlight Table	Presents information in a table that contains one to five rows. Up to 10 segments of text in the table will be highlighted as selectable options. Click on highlighted segments of text to select answer(s). Can be a case study or standalone item.	(+/-)
Highlight Text	Presents information in a sentence or paragraph format that may contain a bulleted list. Up to 10 segments of text in the table will be highlighted as selectable options. Click on highlighted segments of text to select answer(s). Can be case study or standalone item.	(+/-)
Matrix Multiple Choice	Presents information in a table containing two to three columns and four to 10 rows. Each row contains a single correct answer. The number of correct answers in each column is not considered for this item type. Click button in appropriate column of table to provide answer. Can be case study or standalone item.	(0/1)
Matrix Multiple Response	Presents information in a table containing two to 10 columns and four to seven rows. Each column contains one to 10 correct answers. The number of correct answers in each row is not considered for this item type. Click the checkbox(es) in the appropriate row(s) of the table to provide answer(s). Can be case study or standalone item.	(+/-)
Multiple Response Grouping	Presents information in a sentence format with two to five small groups of options. Each group contains two to four options with one to four correct answers. Select one to all options in each group to answer the item. The number of correct answers in each group might not be the same. Can be a case study or standalone item.	(+/-)
Multiple Response Select All That Apply	Presents information in a sentence format with a list of options, similar to a traditional multiple-choice item. In this item type, there are five to 10 options. Select one to all options to answer the item. Can be a case study or standalone item.	(+/-)
Multiple Response Select "N"	Presents information in a sentence format with a list of five to 10 options. Number of correct answers is indicated in the presented information. Select appropriate number of options to answer item. Can be a case study or standalone item.	(0/1)

Scoring Rule	Explanation
Zero-one (0/1)	Candidates earn one point for each correct response and are not penalized for incorrect responses. If it is a multi-point item, 0/1 scores are summed together to get the item total score.
Plus-minus (+/-)	Candidates earn one point for each correct response and lose one point for each incorrect response. If it is a multi-point item, +1/-1 scores are summed together to get the item total score. If the summed value is negative, the final score will be truncated to 0.
Rationale Scoring (R)	Candidates earn one point when both responses in a paired set are answered correctly.

NOTE: Standard items (Fill in the Blank Alpha, Fill in the Blank Numeric, Multiple Choice, Multiple Response Select All That Apply, Hot Spot, and Ordered Response) continue to be worth one point.

- B. Each test item will be assigned a difficulty level, Item Discrimination Index, and Item Point Biserial Discrimination (PBS) in the ATI software.
- C. In the event that the electronic scoring method is unavailable, faculty will calculate the difficulty level for all items and the Item Discrimination Index for the correct answer on all “difficult” items.

- D. If less than 30% of the students answer an item correctly, the item will be considered “difficult” and reviewed by faculty.
- E. If the Item Discrimination Index of a difficult item is less than 0.25, faculty may:
 - 1. Accept 2 answers if related to human error, and/or conflicting course resources.
 - 2. Medication calculation items related to human error, faculty may accept only the correct answer, or nullify the item.
 - 3. Nullification of more than 10% of the number of items of the exam must have approval from the Director of Assessment. Example: If there are 50 items on the exam, 5 of the items can be nullified without approval, as this is 10% of the number of items on the exam. If 6 or more items warrant nullification, approval from the Director of Assessment is required.
- F. All faculty members will send any test questions that they wish to nullify to the Director of Assessment and/or Dean of Nursing to confirm compliance with the testing policy.
- G. Faculty can use the following table as a guide to assist them in identifying items that may require revision.

	Discrimination		
Percent selected	-1.0 to 0.10	0.11 to 0.29	0.30 and higher
0% to 29% Difficult	Revise item: Key is difficult and has poor discrimination.	Consider revision: Key is difficult and has fair discrimination.	Keep item: Key is difficult and has good discrimination.
30% to 80% Average	Revise item: Key is of average difficulty and has poor discrimination.	Consider revision: Key is of average difficulty and has fair discrimination.	Keep item: Key is of average difficulty and has good discrimination.
81% to 100% Easy	Revise item: Key is easy and has poor discrimination.	Consider revision: Key is easy and has fair discrimination.	Keep item: Key is easy and has good discrimination.

- H. The percent selected (PBS) for each distractor can be useful in rewriting an item. As a general rule, for any test item, each distractor should be chosen by at least one student. The exception is items for which faculty expect 100% of students to answer correctly.
- I. New exam averages should not be rounded.

IV. Remediation

- A. Expectation for remediation
 - 1. Remediation is a way to review course content for ongoing improvement and long-term academic success
 - 2. Remediation allows for individuals to review and strengthen weakness of content areas
 - 3. Remediation provides a way to link concepts for critical thinking
- B. Remediation and Academic Improvement
 - 1. Remediation is required (see individual course syllabus)
 - 2. Remediation is self-directed
 - 3. Remediation results in academic success
- C. Resources to remediate
 - 1. ATI Focused Exams
 - 2. Faculty suggested activities on an Academic Improvement Plan (AIP)
 - 3. Rationales following the test/examination
 - 4. Library and Course materials and textbooks

CLASSROOMS AND DISCIPLINE

Faculty are expected to maintain an academic environment conducive to teaching and learning. In addition, faculty are responsible for establishing an environment that encourages students' right to freedom of inquiry. However, when students infringe on the rights of others, it is the faculty's responsibility to ensure that all students' rights are protected. Faculty should review the Student Handbook to enforce the expectations of students, including but not limited to good conduct, and to follow the process when students violate any of the policies.

EDVANCE

Edvance is Lakeview College of Nursing's Learning Management System. Course coordinators should use Edvance to distribute electronic copies of their syllabus, course documents such as PowerPoint, etc. Edvance can also be used for online discussion forums, tests, quizzes, and a gradebook. Faculty should receive an email from the system telling them how to set up an account username and password. If you do not receive this information, please contact Miranda Shake at mshake@lakeviewcol.edu.

COPYRIGHT POLICY

Section 107 of the Federal Copyright Law Revision of 1978 provides that "fair use" of copyrighted work, including use by reproduction in copies, for purposes such as "teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright." The four statutory criteria used to determine whether the use made of a work in any particular case is a fair use include

- 1) The purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational uses;
- 2) The nature of copyrighted work;
- 3) The amount of substantiality of the portion used in relation to the copyrighted work as a whole;
- 4) The effect of the use upon the potential market for or value of the copyrighted work."

Single copying for teachers of a chapter from a book; an article from a periodical or newspaper; a short story, essay, or poem; or chart, picture, etc., is allowed. Multiple copying for classroom use cannot exceed the number of pupils in a class; must meet strict tests of brevity, spontaneity, and noncumulative effect; and must include a notice of

copyright. "Brevity" is defined in strict and arbitrary volume terms, e.g., no more than 250 words from a poem, between 500-1,000 words of prose but up to 2,500 words of a complete article. "Spontaneity" requires permission. "Cumulative effect" limits copying by each Faculty of a given item to only one course in the school, not more than nine instances of multiple copying for one course during one class term, and not more than one item from the same author nor three from the same collective work or periodical column during one class term.

Under the Guidelines, copies may not:

- 1) be used as a substitute for anthologies, compilations, or collective works;
- 2) be made of "consumable" such as work-books;
- 3) be a substitute for purchases, be directed by higher authority, or be repeated with respect to the same item by the same teacher from term to term;
- 4) be the subject of a charge to the student beyond actual copying cost.

Videotaping of television programs for classroom use from commercial television programming should be tested by the above statutory criteria for fair use. Before videotaping television programs for classroom use from a public broadcasting agency, the institution should contact the local public broadcasting station

TEXTBOOK ADOPTION

Each semester the Librarian will e-mail a current list of textbooks adopted at Lakeview College of Nursing to the Course Coordinators. Any changes should be made directly to the Librarian. The DACC and EIU bookstores will specify the textbook approval deadline that faculty must meet. The Faculty will be responsible for meeting bookstore and financial aid deadlines. Faculty are also responsible for updating their course booklists through SONIS. The Librarian will be responsible for ordering desk copies for Faculty as notified by course coordinators of faculty teaching specific courses.

Institutional employees desirous of using copies of material created by others are responsible for determining its copyright status. They should obtain written permission from the copyright owner before using the material except when the "fair use" criteria stated above are met.

COPIES OF STUDENTS WORK

A faculty member may request to copy the student's paper or academic product throughout a student's academic career. Faculty must obtain the written permission of the students. The permission form can be found with the front office.

The Buckley Amendment (FERPA) requires that students must provide faculty permission to copy student work. Student work is operationally defined as any student project (e.g. thesis, practicum, paper, model, and slide) related to the discipline and completed for academic credit, excluding exams. Faculty will request that students provide permission to copy their work.

STORAGE OF STUDENT PAPERS

Student papers are the property of Lakeview and are to be retained in the basement of Lakeview to be used for documentation of the achievement of student outcomes.

Storage Area

At the end of each semester, student papers will be stored in the secured storage room in the basement. This room has a deadbolt and is accessible with the assistance of the Administrative Assistant to the President.

Method of Storage

Student papers will be stored in boxes by course. The end of the boxes should be marked with the appropriate form. Forms and boxes may be secured from the front office.

Content of Boxes

Boxes should contain any material held for evaluation of outcomes that are not stored electronically. In the event of an active grievance, all materials should be retained until the grievance is resolved.

Discard Guidelines

Student papers over three years old will be automatically disposed of each semester.

USE OF TECHNOLOGY

The purpose of this policy is to establish the appropriate use of Lakeview College of Nursing's computing networks, computing equipment and computing resources. They are owned by Lakeview and are provided primarily to support the academic and administrative functions of Lakeview. Federal and state law as well as College policies and procedures govern the use of this equipment and technologies. Any adopted policy must be in compliance with applicable federal and state laws and the policies of Lakeview.

Lakeview College of Nursing's technology policy is located at

<http://www.lakeviewcol.edu/technology>. It is the responsibility of the entire college community to be aware of this policy and follow it as written.

FACULTY OFFICES

Office space is provided for all full-time faculty members. Assignment of office space is the responsibility of the Administrative Assistant to the President in conjunction with the individual faculty members involved.

Each full-time faculty member is entitled to minimum equipment, including desk, chairs, computer, e-mail and internet services, voice mail, a filing cabinet, provisions for hanging coats, a bookcase, and a wastebasket. If the minimum has not been provided, it should be reported to the Administrative Assistant to the President, who will make arrangements.

When available, part-time faculty will be assigned office space.

PARKING

Faculty Parking on Danville Campus is to the east, north, and northeast of the building. Faculty on the Charleston campus may park in any designated Lakeview College parking.

ORIENTATION

Orientation is offered to faculty during the first week of the appointment before the beginning of the fall and spring semesters. The faculty orientation is conducted by the Dean of Nursing or designee and is mandatory for all new faculty.

E-MAIL ACCOUNTS

All Lakeview College of Nursing faculty is assigned an e-mail account. E-mail should be accessed through the Lakeview College of Nursing website, www.lakeviewcol.edu. Simply click on "E-mail." Please be aware that e-mail through this account will be the primary communication mode from faculty to students and/or college personnel to faculty. Students should expect faculty and staff to return e-mails within 24 hours during the work week (Monday-Friday 8-4:30 pm) and 48 hours if over the weekend. If you have any trouble with the system, please notify Miranda Shake at 217.709.0927.

SONIS

Lakeview uses SONIS for its student management program. Faculty use SONIS to access the student enrollment and rosters in courses they teach course, to e-mail students, post grades, upload course materials (e.g., syllabi, power points, Microsoft word documents, excel sheets, and PDF files), inform students of their on-campus office hours, build a weighted scale of a course grade book, and submit final grades. SONIS will also allow faculty and students to have a discussion forum and the ability to send attachments for the submission of papers. Students will also have access to SONIS and can download course materials, view grades, e-mail faculty, and post assignments. All faculty should update their biographies on SONIS, update book lists, and submit final grades. SONIS can be accessed through the www.lakeviewcol.edu website and by clicking on the "Sonis " menu bar.

FORMS

Forms (i.e., Purchase orders, mileage reimbursement, travel requests) that are used can be found in the copy room or outside the Administrative Assistant to the President's office. Student forms (i.e., drop/add, incomplete, grade change, withdrawal, and registration) can be obtained from the registrar. All documents are available in the LCN-Charleston Campus office.

FACULTY DEVELOPMENT

Faculty development involves various activities, opportunities, and services designed to promote the faculty's professional development, enrichment, and career growth. The Professional Development Committee is charged with the oversight of these opportunities and services. Professional development is critical to Lakeview's commitment to excellence in higher education, and the administration gives high priority to future funding for the work of the Professional Development Committee.

All part-time and full-time faculty members must attend ten faculty enriching activities annually. Each faculty member is also responsible for recording these activities, adding to one's Curriculum Vitae, and providing a copy to the Administrative Assistant to the President.

TUITION REIMBURSEMENT *(please refer to the Policy Manual for the full policy and procedure)* **(NOTE: THIS POLICY IS SUSPENDED UNTIL FURTHER NOTICE)**

Lakeview College of Nursing provides tuition assistance to full-time employees enrolled in job-related courses that will lead to a certification, licensure, or a degree that would prepare them for other positions within the organization if funds are available. A first-come-first-serve basis may determine this.

The purpose of tuition reimbursement is to encourage the self-development of full-time employees to broaden their skills and knowledge to improve their performance and to assist in their preparation for advancement. An additional purpose is to provide a means to recruit personnel where the extreme shortage has been identified.

Eligibility, all regular full-time employees who have completed two full years of continuous employment are eligible to apply for tuition assistance. Two full years of continuous employment may be waived at the discretion of the President. Lakeview College of Nursing reserves the right to modify or terminate the program at any time. Courses previously approved will be reimbursed as outlined in provisions of the policy.

An employee who participates in the Tuition Assistance Program agrees to remain an employee of Lakeview College of Nursing for the subsequent year(s) as denoted below;

Baccalaureate Program – 2 years after each reimbursement received

Master's Program – 3 years after each reimbursement received

Doctoral or another advanced program – 4 years after each reimbursement received

TUITION WAIVER FOR EMPLOYEE'S CHILDREN

The tuition waiver benefits for a child of an employee attending one of the campuses of the Lakeview College of Nursing. Fifty percent (50%) tuition (not fees) waivers are available to children of College employees.

Child Eligibility

1. Must be under age 25 and not married at the beginning of the first academic year (defined as the first day of instruction) in which the waiver will start; and
2. Must be the natural child, adopted child, or stepchild of an eligible employee; and
3. Must be admitted to the nursing program.

Employee Eligibility

1. Must be a current full-time employee at one of the Lakeview College of Nursing campuses – Danville or Charleston, temporary full-time and part-time are not eligible; and
2. Must be in active status (includes approved leave of absence) as of the first day of the academic term for which the waiver is requested. Changes in status after the first day will only affect future academic terms; and
3. Must have completed at least three years of consecutive full-time employment as of the first day of the academic term where the student is enrolled.

Specific Conditions

1. The tuition waiver benefit may not be used for independent courses, proficiency exams, portfolios, or repeat courses.
2. The student must be degree-seeking.
3. The initial application for this tuition waiver must be received by the Administrative Assistant to the President no later than 30 days before the semester starts in which the benefit will apply. A waiver cannot be made retroactive.
4. Students must submit a new application form each semester.
5. If the employee or the student's eligibility cannot be verified, the form will be returned to the employee.

EXPENDITURES FOR TRAVEL AND EDUCATION

Expenses for business travel incurred by employees on behalf of Lakeview will be reimbursed within established limits. This policy is for consistent employee reimbursement for approved business travel. The College President reserves the right to suspend travel based on College finances.

Procedure:

- I. Business travel expenses will be reimbursed under the following circumstances:
 - A. To attend professional or civic organization meetings or to participate on committees or leadership roles in these organizations with specific approval of the Dean of Nursing.
 - B. Expenses incurred to gain specific job-related skills or information required and approved by the Dean of Nursing.
- II. Expenses incurred on behalf of Lakeview are expected to be reasonable and within customary amounts.
 - A. Mileage will be reimbursed at current I.R.S. rates.
 - B. Reimbursement for air travel expenses will be at tourist, economy class rates.
 - C. Expenses will be allowed at reasonable standard accommodation rates. This expense requires a receipt for reimbursement.
 - D. Meal expenses require receipts for reimbursement.
- III. Expenses incurred for travel and education required to maintain current licensure, registration, or certification are the employee's responsibility.
- IV. Expenses for faculty travel and education required for special recruitment and retention programs must be authorized by the Dean of Nursing.

Travel between the Danville and Charleston campuses is reimbursed at a standard 140 miles round trip. If you leave from home to drive to the other campus, the reimbursement will be the shorter distance. If you travel from home to a meeting held off-campus, it is reimbursed at the shorter distance. (Examples: Traveling from Effingham to Champaign the reimbursement is from the Charleston campus to the meeting site in Champaign.)

CONTINUING EDUCATION

Faculty in-service days and education offered by Lakeview are mandatory for all full-time faculty. Full-time Faculty who do not attend mandatory in-service days or faculty meetings may be deducted the day's pay.

JOB RESPONSIBILITIES

PROFESSIONAL/EDUCATIONAL SERVICES

The fundamental purpose and responsibility of the faculty at Lakeview College of Nursing is to provide the most effective educational service possible with the institution's available resources. Professional/Educational services are the top priority. Faculty are also expected to be participants in a shared governance model.

Services include such responsibilities as instruction within the regular curriculum and continuing educational offerings; curricular monitoring and development; advising students; conducting extra- and co-curricular programs; maintenance of an individual's competency and currency in his/her field and the general areas of teaching; and regular on-campus office hours for student appointments. Time may be individually scheduled.

Lakeview uses ATI comprehensive assessment tests to measure students' academic success in most clinical courses and pharmacology. Faculty are expected to use the feedback from ATI results to help identify areas in their courses that need to be strengthened and student evaluations to improve their courses.

Lakeview College of Nursing supports service to the community by faculty. Faculty are encouraged to develop service-learning projects with other agencies, businesses, or institutions to enhance student learning and to develop relationships within the community.

CREATIVE WORKS

The policy states that academic materials, inventions, publications, technical discoveries, and other creative works of commercial importance resulting from the teaching, service, and research or investigation conducted by Lakeview employees with the support of the College resources shall become the property of Lakeview College of Nursing or its designee. Employee Resources- Policy Manual provides a detailed explanation of the Policy.

FACULTY ADVISORS/STUDENT ADVISEMENT

Faculty are assigned students for academic advisement. Upon admission to Lakeview, all students receive a program plan which identifies courses that will need to be taken each semester to complete the program. Faculty use the program plan to register students during Summer/Fall and Spring registration periods. Faculty also can make changes in the program plan based on the student's academic success (i.e., meeting the criteria for accelerating the program or when a course needs to be repeated). Faculty also work with assigned students who face academic challenges and need an academic improvement plan developed to help foster their success in the program.

~ Please refer to the Student-At-Risk Policy/Procedure ~

Important aspects of the faculty/staff advising role include:

1. Acknowledging receipt of an advisee inquiry within two business days, when feasible.
2. Helping the advisee define and develop educational plans and selecting appropriate coursework to achieve advisees' goals.
3. Guiding the advisee through the nursing program of study and completing graduation requirements.
4. Insuring that advisee health records are updated before the semester starts.
5. Refer the advisee to resources as needed and/or requested.
6. Supporting the advisee through mentorship, including healthy self-direction in all aspects of the academic environment.
7. Evaluating advisee's progress in meeting the requirements of the program.
8. Fostering advisees' professional and academic accountability in collaboration with course faculty.

Essential aspects of the advisee role include:

1. Abiding by the Lakeview College of Nursing Student Code Conduct.
2. Actively engaging in the advising and learning process.
3. Ensuring that health records are updated before the semester starts.
4. Keeping the advisor apprised of personal challenges that may impact his/her academic performance.
5. Seeking support when needed.
6. Reading and responding, as appropriate, to all programmatic communication noted or email responses within 48 hours.
7. Utilizing the Student Handbook.
8. Scheduling and keeping appointments with the advisor throughout the semester.

~ Please refer to the Student-At-Risk Policy/Procedure ~

INSTITUTIONAL SERVICES

Institutional service is a second realm in which faculty participation is expected. An important instance of institutional service is student recruitment. Recruitment duties include assisting in recruiting students to Lakeview College of Nursing. Other services include participation on faculty/administrative committees and those of affiliating institutions. Attendance is mandatory for all full-time faculty at faculty meetings and faculty continuing education in-services.

RESEARCH/SCHOLARSHIP

Lakeview College of Nursing recognizes that in higher education, teaching and research are essential to a vigorous institution, a sound curriculum, and to enhance the body of nursing knowledge. However, since Lakeview College of Nursing is primarily a teaching institution, research is encouraged but is not currently required of any faculty member for reappointment, but research and scholarly activities are encouraged to enhance the body of nursing knowledge.

Lakeview College of Nursing recognizes that every research investigation does not necessarily produce publishable material. The results of scholarly research can be shared with the academic community in writing and publication and by oral presentation to professional and student groups on or off campus. Nevertheless, publication, wherever appropriate and possible, is encouraged and recognized.

Every research project involving human subjects requires review by the Human Subjects Committee. This review begins by completing a Research Approval Request Form found under Employee Resources on the website. This form is to be submitted to the Human Subjects Committee at least one month before the anticipated beginning date of the research.

If approved, a copy of the signed form will be returned to the researcher following a meeting of the Human Subjects Committee. Sometimes, the researcher may also need other participants' and institutional review boards' approval. No data can be collected until approval is obtained from the Human Subjects Committee.

Research studies conducted on the Lakeview community are voluntary.

CONSULTING

In nursing, opportunities exist to do consulting work in professionally related communications, education, government, or business. When adequately planned, consulting may be a valuable experience for professional growth and development.

Consulting is consistent with outside employment; thus, the faculty member is bound by the structures outlined in the Section on "Outside Employment." The faculty member should not expect any reductions in workload to engage in consulting work.

Consulting work for Lakeview College of Nursing will be governed by the terms of the specific agreement.

OFFICIAL ROSTER

The Administrative Assistant to the President maintains a complete official roster of faculty members that contains each member's name, credentials, and title at a minimum.

Lakeview College of Nursing employees are responsible for reporting name changes, address, telephone, beneficiary changes, and/or dependency changes to the Human Resource Office. This will ensure the employee receives all general mailings and important tax information and is necessary to maintain accurate insurance, employment, and tax records properly.

When an employee has a name change, the employee is required to provide a copy of an updated Social Security card with the new name. If an employee has not updated his or her Social Security card, the old name will remain in the employer's payroll system until the name is updated. Employees will also need to complete a new W-4. The Internal Revenue Service (IRS) requires that the name on the Social Security card match the name on W-4 and W-2 forms.

Although the College is committed to supporting personnel in the transgender community, it is important to understand that designating a preferred name for use at Lakeview does not constitute a legal name change. An employee's legal name will continue to be used on certain College documents. Preferred first and/or middle names may be designated. The College cannot designate a preferred surname without documents showing that a court or government entity has legally changed the surname.

ACADEMIC REGALIA

Faculty are expected to appear in regalia appropriate to their highest degree at Commencement exercises. Lakeview College of Nursing will rent regalia for faculty, or faculty may purchase or rent their regalia. It is suggested that faculty who expect to remain in higher education consider purchasing rather than renting the regalia.

EQUIPMENT/SUPPLIES

All faculty should cooperate in checking equipment and supplies. Defective equipment and needed classroom supplies should be reported to the appropriate personnel. Any change or additional needs for classrooms or meeting rooms should be scheduled with the front office.

CLASSROOM AND CLINICAL SITE SCHEDULING

Lakeview College of Nursing will provide meeting rooms and audiovisual aids for the College. See the chart below of whom to contact for classroom(s) outside the regular semester room schedule. For Clinical, contact the Dean of Nursing via E-mail.

	Scheduler	E-Mail	Number
Classroom/Meetings/Labs	Julie Burokas	julie@lakeviewcol.edu	217-709-0922
Computers/Audiovisual	Miranda Shake	mshake@lakeviewcol.edu	217-709-0927

Your responsibilities:

1. If you need a special classroom setup, complete a form showing the diagram of how the room is to be set up. State the date or dates, time and location of your activity, and the number of people attending. Forward this form to the front office.
2. Contact the Librarian if computer equipment is not working correctly.
3. Please ensure the classroom is left clean and organized; this includes cleaning up dietary supplies if used, and any unused course material.
4. Please notify the appropriate persons regarding any changes in time, setup, or cancellations.
5. Clinical sites must be reserved at least a year in advance.
6. Hospitals, clinics, and community clinical sites must have a contract on file with the Dean of Nursing.
7. To add clinical sites, please contact the Dean of Nursing to begin the contractual agreement process

NOTE: It may be necessary to rearrange meeting rooms at times to accommodate all requests. If this is the case, the Administration Office will contact the person who scheduled the room.

CLASSROOM AND CLINICAL SITE SCHEDULING – CHARLESTON CAMPUS

All classrooms have computers, LCD projectors, and DVD capability. Schedules for class and clinical times are made in advance. Any class and clinical times changes must be discussed with the Dean of Nursing and forwarded to the Director of Enrollment/Registrar.

Schedule: *One-time* only changes - change in the classroom or scheduling a room for a meeting; check with the front office to request a classroom or librarian for the computer lab. Please inform the appropriate persons regarding any changes in time, setup, or cancellations. Lakeview must have a contract on file if you want to add clinical sites. Contact the Dean of Nursing via phone or e-mail to begin the contractual agreement process with the clinical agency.

GRADE REPORTS

Students will be able to review their grades through the SONIS system. No grades will be given out by the Registrar's Office over the phone or by e-mail, by the Family and Educational Right to Privacy Act of 1974.

FACULTY AVAILABILITY AND HOURS ON CAMPUS

It is considered essential that each student has sufficient opportunity to confer with faculty members.

As a general rule, Lakeview expects faculty members to be on campus or engaged in College business during a reasonable portion of all days when regular classes are offered (Monday through Friday). It is recognized that justifiable exceptions to this rule may arise. Such exceptions need to be cleared with the Dean of Nursing.

Faculty are responsible for informing the Dean of Nursing of their absences from campus and where they can be located.

OFFICE HOURS

For full-time faculty with in-person theory courses, regular and adequate on-campus office hours should be distributed throughout the week to ensure maximum student convenience. A minimum of five (5) office hours per week should be scheduled for meeting with students. The amount of time a faculty member allocates should consider the number of students in assigned courses. Faculty teaching overload should have additional on-campus office hours. Additional on-campus office hours may be needed during registration and examination periods for faculty-student interactions, meetings, etc. Established office hours and/or procedures for appointments must be communicated to the students within the course syllabus and a copy filed with the Dean of Nursing and campus Administrative Assistant at the beginning of each semester.

Part-time faculty with in-person theory courses should establish regular and adequate on-campus office hours distributed throughout the week to ensure maximum student convenience. At least two (2) office hours per week should be scheduled to meet with students. The amount of time a faculty member allocates should consider the number of students in assigned courses. Additional on-campus office hours may be needed during examination periods for faculty-student interactions, meetings, etc. Established office hours and/or procedures for appointments must be communicated to the students within the course syllabus, and a copy must be filed with the Dean of Nursing and campus Administrative Assistant at the beginning of each semester.

If a faculty member's **entire** assignment of duties is online, the faculty member is not required to hold office hours on-campus but is required to schedule equivalent online office hours. Additional on-campus office hours may be needed per student need. Faculty must meet obligations outside of office hours such as meetings and college events and are required to meet on-campus obligations. Established office hours and/or procedures for appointments must be communicated to the students within the course syllabus and a copy filed with the Dean of Nursing and campus Administrative Assistant at the beginning of each semester.

Online Courses - Office Hour Procedure:

A minimum of five (5) office hours should be held in synchronized formatting (Drop-in, Scheduled, or Combination) through Google Meets. A standard Google Meets link should be provided to the class and listed within the office hour section of the course syllabus. Student appointments and one-on-one sessions can be completed during online office hours with student privacy in mind. If multiple students contact the instructor during synchronized online office hours at once, the instructor can start a new conversation that includes multiple students or tell students who are waiting that the meeting request has been received, and their request will be responded to shortly.

Definition of Types of Office Hours:

Synchronous Drop-In: Synchronous drop-in office hours involve being present within the virtual office during a specific time each week. Students can “drop in” to ask faculty questions or receive clarification on learning content.

Synchronous Scheduled: Synchronous scheduled office hours involve having students schedule appointments for office hours.

Synchronous Combination: Faculty employ a combination of synchronous drop-in and scheduled sessions.

Asynchronous: Asynchronous office hours could be delivered through the online course platform, such as in a discussion board where students could post questions and receive answers that the entire class can access. While asynchronous office hours are helpful in their flexibility, they should not replace synchronous office hours.

FACULTY CHECKLIST

The Faculty Organization maintains a checklist. This list provides faculty with guidance on essential steps to take throughout the semester, tasks to complete, required forms, student health records, requirements of clinical partners, and Edvance 360 course development. Faculty can request a copy of this document from the Faculty Organization Chair if they cannot locate it within the documents.

SUPPLIES AND REQUEST FORMS

Various forms are available on the website under Employee Resources or from the front office, the Record's Office, and the Administrative Assistant to the President. All purchase requests for supplies must be placed on a Purchase Order Requisition through the Administrative Assistant to the President. All purchase or complimentary requests for books and videos must be made through the librarian. All requests must be completed on purchase orders and received with administrative approval before ordering.

The following forms are kept on file with the front office:

- ❖ Office Hours

The following forms are kept on file with the Record Office:

- ❖ Incomplete forms
- ❖ Student at Risk/ Academic Improvement Plan
- ❖ Add/Drop/Withdrawal forms

The following forms are kept on file with the Administrative Assistant to the President:

- ❖ Policy Recommendation forms
- ❖ Monthly Mileage forms
- ❖ Requests for Travel
- ❖ Purchase Order Requisitions
- ❖ Travel Reimbursement
- ❖ Budget Request Forms
- ❖ Employee Scholarship Donation forms
- ❖ Authorization for Additional Pay
- ❖ W-4 Forms

DEPARTMENTAL BUDGETS

The budget process is decentralized; thus, Budget Heads are expected to formulate and monitor their program budgets. The Dean of Nursing is over all the nursing Faculty budget requests. Committee Chairs will work with the Dean of Nursing on budget requests and funds available.

A list of budgeted departments and the corresponding department head is below:

DEPARTMENTS and MEMBERS

BUDGET HEAD

Administration # .01 <ul style="list-style-type: none">• College President• Administrative Assistant to the President• Facilities Management• Students Account Specialist• Charleston Office• Student Workers• Charleston Facilities and Administrative Services	President
Nursing # .02 and .10 <ul style="list-style-type: none">• Danville and Charleston	Dean of Nursing
Administration Charleston # .09	President
Student Services # .03	Director of Enrollment
Admissions/Registrar # .04	Director of Enrollment/Registrar
Marketing and Recruitment # .05	Coordinator of Marketing and Recruitment
Financial Aid # .06	Financial Aid Administrator
Library # .07	Librarian
Business # .08	President
Assessment # .11	Director of Assessment
Technology # .12	IT Coordinator

CAMPUS SAFETY POLICY AND PROCEDURES

Lakeview College of Nursing reserves the right to make appropriate revisions, amendments, or corrections to policies and procedures at any time.

Campus Safety Policies

Campus Safety

Lakeview College of Nursing strives to maintain a safe environment that is conducive to learning. Campus safety assessment is ongoing, and on-campus crime is very low to almost nonexistent. A campus safety report is published annually and is available upon request to the President's Office or within the consumer information section of the college website.

Lakeview College of Nursing has surveillance on both campuses.

SEXUAL MISCONDUCT

Lakeview College of Nursing is committed to maintaining a safe and secure academic environment free of any form of sexual misconduct, including domestic violence, dating violence, sexual assault, stalking, and sexual harassment. Interim protection measures and accommodations will be provided to ensure the safety of victims of sexual assault, sexual violence, or rape. Amnesty will be provided to anyone reporting any violations of this policy. Violating the Violence Against Women's Act shall constitute grounds for disciplinary action, including dismissal from the College. In Illinois, sexual assault or rape is a felony and could result in an individual being sentenced to prison.

DEFINITIONS

Consent is a freely given, clear, unambiguous agreement between the participants to engage in sexual activity. Lack of verbal or physical resistance or submission by a person resulting from the use of force or threat of force by another person shall not constitute consent. Consent is deemed incapable of being given if the person's physical and/or mental control is markedly diminished as the result of alcohol, other drugs, illness, injury, or any other reason. Consent must be given each time the participants engage in sexual activity. Consent given on a prior occasion does not indicate future consent, and consent may be revoked at any time.

Dating violence is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship; (2) the type of relationship; (3) the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic violence includes asserted violent misdemeanor and felony offenses. The crimes of violence are committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction of grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Forcible sexual offenses are defined as "Any act directed against another person, forcibly and/or against the person's will; or not forcibly or against the person's will where the victim is incapable of giving consent," and include forcible rape, forcible sodomy, sexual assault with an object, and forcible fondling.

Non-forcible sex offenses are defined as "Unlawful, non-forcible sexual intercourse" and include incest and statutory rape.

Rape is defined by penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the victim's consent.

Sexual assault is defined as an offense classified as a forcible or non-forcible sexual offense that is physical contact of a sexual nature, which is against one's will with or without one's consent.

Sexual harassment is unwelcome conduct based on sex, whether directed towards a person of the same sex or the opposite sex, and may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually charged jokes, obscene printed or visual material (including electronically displayed material), and physical contact such as patting, pinching, or intentionally brushing against another person's body. Sexual violence is a form of sexual harassment and includes but is not limited to physical, sexual acts; unwelcome sexual touching or battery; rape; domestic violence; dating violence; and stalking. All sexual harassment is expressly prohibited.

Sexual Misconduct is any physical act of a sexual nature, committed under duress or by force, or without consent (a freely given, knowing agreement) of the individuals involved. Sexual misconduct includes, but is not limited to:

- a. Any form of sexual penetration without consent.
- b. Intentional or knowingly touching of another person, either directly or through the clothing, of sex organs, buttocks, or breasts for sexual gratification or arousal without the other person's consent.
- c. Intentional exposure of any part of a person's body for a sexual purpose.
- d. Use of email, text, phone, or any other form of communication to send sexually explicit materials that are unwelcomed by the recipient.

Sodomy is oral or anal sexual intercourse with another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent because of their youth or because of their temporary or permanent mental or physical incapacity.

Stalking is engaging in the course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly or indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property

Title IX Statement

The College's policy to comply with Title IX of the Education Amendments of 1972 and its implementing

regulations prohibit discrimination based on sex in the College programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination. The College has designated Karlee, Title IX Coordinator, to coordinate its compliance with Title IX.

Sexual Misconduct is a form of discrimination, and all complaints/reports will be responded to within 12 hours. If necessary, the College will take action to prevent the recurrence of discrimination and remedy its effects.

PROCEDURES TO FOLLOW AFTER AN ASSAULT

Victims of sexual assault or rape are strongly encouraged to report the incident to deter these assaults and ensure that victims receive the services they need. Steps should be taken to help deal with the physical and emotional trauma:

1. Go to a safe place; go somewhere to receive emotional support.
2. Report a sexual assault on campus to the Title IX Coordinator and/or Dean of Nursing.
3. Report the assault to the police. If requested, the Title IX Coordinator at the College may assist with notification.
4. Preserve all physical evidence.
In order to best preserve possible evidence, *do not*:
 - Wash
 - Change clothes or clean the bed/linen where assaulted
 - Urinate or defecate or douche
 - Smoke
 - Drink or eat
 - Brush hair or teeth, or rinse the mouthIn addition to physical evidence, pictures, notes, electronic messages, and phone records are examples of evidence that should be preserved. A medical exam is not a requirement for criminal proceedings, but it may be more challenging to investigate and prosecute if the evidence is not collected.
 - Bring a change of clothes in case clothing is collected as evidence
5. Go to the hospital for medical care, police station, or call 911. Injuries should be treated, and an examination completed to document and collect physical evidence of the assault.

6. Seek professional counseling. This can help in the recovery from the psychological effects of the assault.

Please refer to this document's Resources for Victims of Sexual Assault section for a list of local resources that will provide immediate advice and assistance to victims.

Although the College strongly encourages all members of its community to report violations of this policy to law enforcement, it is the victims' choice whether or not to make such a report, and victims have the right to decline involvement with the police.

REPORTING

Any Lakeview College of Nursing student or employee may report that they may have experienced or witnessed an act of sexual misconduct or sexual harassment.

Reports may be made directly to the Title IX Coordinator at studentsfirst@lakeviewcol.edu or 217-709-0924 or 217-709-0920 or by completing the online Incident Report Form on the LCN website http://www.lakeviewcol.edu/incident_report/form.

BYSTANDER INTERVENTION

Bystanders may file an Incident report anonymously by completing the online form http://www.lakeviewcol.edu/incident_report/form.

- **Offer Support** if you suspect the person is being abused or has been sexually assaulted or stalked.
- **Speak out** against all forms of sexual violence.
- **Be an advocate** for preventing sexual violence.
- **Model** the behavior that values respect for others and promotes positive pro-social behavior.

RIGHTS & OPTIONS

Retaliation Prohibited

The College forbids retaliation against anyone for reporting harassment, discrimination, and sexual misconduct, including domestic violence, dating violence, sexual assault, stalking, sexual harassment, or assisting other students in reporting and/or participating in an investigation. If any student feels that they have been retaliated against, the student shall immediately file a Grievance report that can be found on the LCN website

https://www.lakeviewcol.edu/grievance_appeal/form.

Crime Victim's Rights

Regardless of whether a victim elects to pursue a criminal complaint, the College will assist victims of sexual assault, domestic violence, dating violence, and stalking. Crime victims' rights in Illinois can be found at

http://www.illinoisattorneygeneral.gov/victims/cv_rights_ilbro.pdf.

Confidentiality

The College will protect the identity of persons who report having been victims of sexual assault, domestic violence, dating violence, or stalking to the fullest extent of the law.

RESOLVING COMPLAINT

Resolution to complaints/reports of sexual assault, domestic violence, dating violence, and stalking will follow the Grievance Policy procedures.

<https://www.lakeviewcol.edu/grievance/form>

The Grievance Policy procedures will be implemented by individuals who receive annual training on the issues related to sexual misconduct, domestic violence, dating violence, and stalking, implementation of these procedures, and how to conduct an investigation that protects the safety of victims and promotes accountability.

RESOURCES: ON CAMPUS

Confidential Advisor for survivors

Lakeview College of Nursing will provide a confidential advisor to survivors to help them understand their options to report and seek medical, legal, and other services. Communication between a confidential advisor and survivor regarding the incident of sexual violence are subject to a privilege outlined in the Illinois Civil of Procedure.

Accommodations

The Victim may request a change in their academic arrangements by contacting the Dean of Nursing. Changes will be made if feasible and reasonable to do so. All reports filed with the College will remain confidential. Staff and faculty should report any on-campus sexual offenses to the Title IX Coordinator and/or Dean of Nursing and proper authorities.

RESOURCES: OFF-CAMPUS

Resources for Victims of Domestic Violence, Dating Violence, Sexual Assault, Stalking, or Mental Health

Other:

Rape Crisis Services
310 W. Church Street, Suite 103
Champaign, IL 61820
Hotline: (217) 355-5203

Outreach: A Woman's Fund, Inc.
Rape Crisis Services
237 N. Garrard Street
Rantoul, Illinois 61866
Hotline: (217) 355-5203

A Woman's Fund, Inc.
1304 E. Main Street
Urbana, Illinois 61802
Phone: (217) 384-4462

Outreach: A Woman's Fund, Inc.
Rape Crisis Services
204 W. Washington, 2nd Floor
Monticello, Illinois 61856
Hotline: (217) 355-5203

Crosspoint
201 North Hazel St.
Danville, IL 61832
Hotline: (888) 549-1800
TTY: (217) 443-5566

Satellite: Paris Regional Office
122 W. Court Street
Paris, IL 61944
Hotline: (888) 549-1800

Sexual Assault Counseling & Information Service
P.O. Box 858
Charleston, IL 61920
Hotline: (888) 345-2846
TTY: (217) 348-5033

Satellite: Counseling & Information for Sexual Assault/Abuse
10499 North State Highway,
R.R. #1, Suite 1
Robinson, IL 62454
Hotline: (866) 288-4888 TTY: (618) 544-9379

LifeLinks
Mental Health
750 Broadway Ave E
Mattoon, IL 61938
Phone: (217) 238-5700

Crisis Number (during and after hours):
1-866-567-2400

LifeLinks (Coles County Mental Health Center)
Partner Abuse Intervention Services
750 Broadway Avenue East
Mattoon, IL 61938
Phone: (217) 238-5734

Mental Health Center of Champaign County Mental Health
202 W Park Ave
Champaign, IL 61820
Phone: (217) 373-2430

Center for Women in Transition
Domestic Violence Victim Services
508 E Church St
Champaign, IL 61820
Phone: (217) 352-7151

Mental Health
210 Avenue C
Danville, IL 61832
Phone: (217) 442-3200

Crosspoint Human Services
Domestic Violence Victim Services
201 N Hazel St
Danville, IL 61832
(217) 446-1217

REGISTERED SEXUAL OFFENDERS

The Illinois State Police is responsible for maintaining this registry. Follow the link below to access the Illinois State Police website.

<http://www.isp.state.il.us/sor/>

WEAPONS POSSESSION

Possession of weapons is prohibited on the College campus, on property controlled by the College, at events sponsored by the College, or at events attended while on College business. A weapon is defined as any instrument or device designed or likely to produce bodily harm or property damage, including but not limited to a firearm, dangerous chemical, an explosive device of any description, compressed air guns, pellet guns, BB guns, knives, stun guns or electric shock devices used in a threatening manner toward another individual or College property.

The College reserves the right to further determine the definition of a “weapon” and may prohibit other devices individually. Legal defensive devices, such as pepper sprays, etc., will be permitted unless used offensively. The College President must preapprove any exceptions to this policy. Individuals found to be violating this policy are subject to disciplinary actions up to and including termination of employment, expulsion from the College, and/or being barred from College property.

CRISIS RESPONSE PROCEDURE

This response procedure is developed for implementation in the event of the death of or severe injury to a student, faculty, or staff member or another natural disaster. This procedure is intended to: assist those involved in dealing with the crisis to respond appropriately, provide coordination with external individuals and agencies, provide communication within the College community, and assist in post-crisis support and resolution.

The Dean of Nursing will serve as the response team coordinator and should be notified immediately of any crisis to the College. In the Dean's absence, the College President should be notified. Other members will be utilized on an as-needed basis and will participate when the situation warrants, as decided by the coordinator.

Implementation Steps

1. The first responder may need to call 911, hospital security, or other appropriate personnel in an emergency.
2. The Dean of Nursing must be notified of the situation immediately.
3. Other members of the College or community may be contacted if appropriate.

4. The College President and Dean will coordinate all information associated with the incident released externally by the College and respond to all requests for information from media personnel. College personnel must observe this requirement, directing all inquiries to the College President and Dean of Nursing to ensure accurate and consistent information.
5. As soon as possible, the College President and Dean of Nursing will coordinate the notification of all affected College employees of the situation.
6. If students are involved, the Dean will serve as the primary contact person for the family.
7. In the event of the death of an enrolled student, the following personnel will assume the outlined responsibilities:
 - Registrar - close the official academic records
 - Library - renew all materials checked out to avoid inadvertent overdue/fine notices
 - Business Office - Process any allowable refund of tuition and fees. Finalize any remaining wage payment.
 - Coordinator of Administrative Services/ Counseling will be sought for post-crisis support and resolution.
 - The Dean will call meetings of all individuals who responded to the crisis to assess the College's Crisis Response Procedure and for a debriefing of the response members.

MISSING STUDENT NOTIFICATION

All students enrolled at Lakeview College of Nursing can register a person to contact in case of an emergency with the Office of the Registrar/Records. When a student has been determined to be missing by classmates, faculty, or friends from class or clinical for over 24 hours, an official missing student report will be referred immediately to the Dean of Nursing or College President. The emergency contact person will be contacted. This requirement does not preclude implementing these procedures in less than 24 hours if circumstances warrant a faster implementation. Only authorized campus officials and law enforcement officials in furtherance of a missing person investigation may have access to this information. The student is responsible for keeping the contact information current. Even if a student does not register a contact person, the Danville or Charleston Police Department will be notified that a student is missing.

Procedure for Reporting and Investigating a Missing Student:

1. Any individual on or off-campus (i.e., faculty, staff, students, friends, family) who believes a student may be missing must immediately notify the Dean of Nursing or College President.
2. College officials will attempt to contact the student via phone or by e-mail.
3. If the student cannot be reached via phone, the Dean of Nursing, College President or designee, and one other person will attempt to visit the student's residence.
4. The Dean of Nursing, College President, or designee will speak to students who attend class or clinical with the missing student to ascertain if anyone can confirm the missing student's whereabouts or confirm the last time the student was seen.
5. The Dean of Nursing, College President or designee will contact any friends or family members made known through the above-stated inquiries.
6. The Dean of Nursing, College President, or designee will contact the emergency contact person to determine if they have information regarding the missing student.
7. If these procedures provide an opportunity for College officials to make contact with the missing student, verification of the student's state of health and intention of returning to the campus will be made.

8. Suppose these procedures do not provide an opportunity for College officials to make contact with the missing student. In that case, the Dean of Nursing, President, or designee will notify the local law enforcement agency and provide any information they have obtained regarding the missing student. The local law enforcement agency may be contacted sooner if circumstances warrant a faster implementation.

PSYCHOLOGICAL CRISIS/SUICIDE THREAT

If threatening behavior appears to represent an immediate threat to self or others, contact the Police at 911 and the Dean of Nursing.

When reporting an incident to authorities:

- Provide address and location description.
- Provide the phone number at your location.
- Explain the situation to the dispatcher in detail.
- If any, describe actions taken (i.e., medication, type, and amount given).



Remember:

- Take all statements and behaviors seriously.
- It is better to overreact than to not do enough; a person's life may be at risk.
- Immediately report your concern that a person may be suicidal. Timeliness in reporting the concern is vital.
- Always keep your safety in mind.
- People who contemplate or attempt suicide are people whose pain has become more significant than their resources for coping with the pain.
- Engaging the person in professional help to develop their resources for coping is most appropriate.

Contact the LCN Behavior Intervention Team to consult about your concerns: (after-hours call 911)

Building Access – Key Fob System

Electronic key fobs are issued to students who are enrolled. Key fobs are programmed with various access times to the College.

Responsibility and Control

The possession of a key fob to a College facility carries specific responsibilities.

- Please do not leave the key fob unattended in any location where it may be exposed to unauthorized use or theft.
- Do not loan the key fob to anyone.
- Do not identify key fobs with Lakeview names or numbers.
- Do not use a key fob to allow others in the building.
- The unauthorized sharing of key fobs for college buildings may result in disciplinary action.

Loss/Theft

1. In the event of the loss or theft of any key fob, the Cashier must be notified within 24 hours by calling 217-709-0920.
2. Once a key fob is reported lost or stolen:
 - a. The key fob will be deactivated immediately. A fee of \$25.00 will be assessed for a replacement.
 - b. If a key fob is found, it should be turned in to the Cashier immediately. –

Key Fob Return

- Any unused, obsolete, or no longer needed key fob must be returned to the Cashier.
- Whenever a key fob holder leaves the College, the individual must return an issued key fob immediately to the Cashier.
- Failure to return key fobs will incur a \$25.00 charge to the individual. A hold will be put on the student's account until the charge is cleared.
- A key fob will be deactivated immediately.

SAFETY AND SECURITY

Familiarize yourself with the Locations of Fire Alarms, Fire Extinguishers, & Fire Exits.

General Safety Precautions

- A. The instructor leaving the classroom is responsible for closing the windows and the classroom's safe condition.
- B. Do not leave money in your purses in any room. The College is not responsible for the loss or theft of personal property in any room.
- C. The College may ask law enforcement or other agencies to conduct interviews as deemed appropriate.
- D. Do not go out or enter the fire exit doors.
- E. Wipe up any spills immediately to prevent falls.
- F. The College periodically sprays pesticides. If you are allergic, please contact 217-709-0920.

Communication of timely warnings

Please be aware of these methods of communication for timely warnings:

- **An e-mail** to all students, faculty, and staff will provide more detailed information about an emergency or College closing.
- Information will be available via the **College website** and/or **Facebook Page**.
- Information may be announced as deemed appropriate via **WCIA-TV** <http://illinoishomepage.net/>, **WICD-TV** <http://www.wicd15.com/>, **WIXY/WLRW/Oldies 95/Xtra 99**, and **WAND-TV** - <http://www.wandtv.com>.

In addition, the SONIS text-messaging system alerts subscribers, via their cell phones, to an emergency or important communication. The messages are short. To know how to subscribe or for additional information, please see the following Web page: <https://www.lakeviewcol.edu/sonis>.

Inclement Weather

In severe weather conditions, the President of the College will decide to close the College. Students will be notified by e-mail and local radio stations and will be published on the college's social media pages.

College Closures

The College will be closed for the following:

- Labor Day
- Fall Break Day
- Thanksgiving - 2 days,
- Christmas Eve to New Year's
- Martin Luther King's Birthday
- Lincoln's Birthday
- Friday of Spring Break
- Memorial Day
- Independence Day
- Inclement Weather (determined by the College President)
- As determined by the College President

HAZARDOUS MATERIALS INCIDENT DO NOT try to clean up a spill unless you are trained.

The procedures below discuss general safety measures to be taken if hazardous materials are released into a classroom/office environment.

If you believe your area is unsafe, evacuate immediately.

- Isolate the area. Secure the area, if possible.
- Ask exposed individuals to remain nearby until emergency responders arrive. Decontamination may be necessary.

Account for everyone in the room at an appropriate reassembly point outside the building.

Multiple victims? Their collective presence may indicate continuing danger.

- Approach with caution and evaluate your surroundings.
- Is the scene/environment safe? If there is any doubt, do not approach. You may become the next victim.

Once safely removed from an area of the spill, you should report the spill or incident involving hazardous materials by calling **911**.

- Provide the location of the spill.
- Be prepared to offer details, if known: identification of the spilled/released product, the approximate amount of material involved, injuries, any

identifiable reaction, identification of those who came in contact with the spilled substance, etc.

Also, is the material actively being released, or has it slowed/stopped?

After an emergency has been resolved, an accident form must be completed. The [Incident Form](#) is available on the website.

FIRE/EXPLOSION PLAN

Familiarize yourself with the Locations of Fire Alarms, Fire Extinguishers, & Fire Exits.

The buildings on each campus are fire-resistant and equipped with a fire alarm system and outside fire exits. Pull boxes, fire extinguishers, and alarm horns are located throughout the building. Fire alarms are tested, and fire drills may be planned each semester.

In case of fire:

- Pull the alarm to summon help and alert others in the building.
- Notify authorities by calling 911 from a safe location.
- Evacuate the building using the nearest exit. Close doors behind you. (Fire requires oxygen to burn, and closing doors will help control the fire.)
- Do not use the elevator.
- If need be, crawl under the smoke. Smoke rises; the cleanest air will be near the ground.
- After leaving the building, reassemble it at the appropriate assembly point (parking lot northeast of the college). Accountability for students, staff, faculty, and guests is critical; report missing person immediately to authorities.

If something (i.e., smoke, heat, flames, debris) blocks your exit routes:

- Stay in the room with the door closed.
- If possible, signal for help using a bright-colored cloth at a window.
- If you have access to a telephone, call 911 to alert authorities of your situation.

Stop, Drop and Roll: If your clothes catch on fire, stop where you are, drop to the floor, and roll over and over to smother the fire. Cover your face with hands to prevent inhaling fumes.

If the fire is small and you are trained to do so, extinguish the fire using the proper extinguisher. Do not re-enter the building until authorized by police or other emergency response personnel.

After an emergency has been resolved, an incident form must be completed. The Incident Form is available on the website.

Familiarize yourself with the Locations of Fire Alarms, Fire Extinguishers, & Fire Exits.

GAS LEAKS/FUMES/VAPORS

If you detect natural gas or toxic/noxious material (fumes or vapors):

- Do not pull fire alarms.
- Do not touch light switches or electrical equipment.
- Contact emergency services/ Police by calling 911
- Clear the area immediately if instructed to do so by the emergency dispatcher.
- Alert others to stay clear of the area.
- Remain upwind of the source.
- Provide your location and the location of the odor to the dispatcher.
- Provide as many details as possible to the dispatcher.
- If an evacuation occurs, do not re-enter the building until emergency personnel authorize it.
- After an emergency has been resolved, an accident form must be completed. The Incident Form is available on the website.

TORNADO PLAN

Familiarize yourself with the designated Tornado Safe Areas.



A tornado watch announcement indicates that weather conditions are favorable for tornado development. A warning indicates that a tornado has been sighted or indicated by radar. The local (Danville and Charleston) emergency agencies will sound a steady tone when you should “take cover.”

If indoors:

- If a **tornado watch** exists, be prepared to go to the basement or to an inside hallway at the lowest level. If a **tornado warning** exists, go to the basement, a designated shelter, or an inside hallway at the lowest level. Do not leave the building. Use your arms to protect your head and neck.
- Avoid pole buildings or similarly structured buildings.
- Avoid places with wide-span roofs, such as auditoriums, cafeterias, or large hallways.
- Stay away from the main corridors/windows. Get under a piece of sturdy furniture, such as a workbench, heavy table or desk, and hold on.

If outdoors:

- If possible, get inside a building. If shelter is unavailable or there is no time to get indoors, lie in a ditch or low-lying area or crouch near a secure building. Be aware of the potential for flooding.
- Use arms to protect the head and neck.

If in a vehicle:

- Never try to out-drive a tornado in a car or truck. Tornadoes can change direction quickly, lift a car or truck, and toss it through the air.
- Get out of the car immediately and take shelter in a nearby building.
- If there is no time to get indoors, leave the car and lie in a ditch or low-lying area away from the vehicle. Be aware of the potential for flooding.

Familiarize yourself with the designated Tornado Safe Areas.

UTILITY FAILURES

For all building services, call at 217-709-0924.

If the outage is after regular business hours, contact 217-497-1271.

Please report:

- Your building location
- The type of emergency
- What assistance is needed
- Your name, location, and phone number

“After Hours” will take this information and call the appropriate personnel to correct the problem. Not all problems warrant a call-out, so do not be concerned if you do not receive an immediate response. The problem may be addressed during regular business hours.

EARTHQUAKE

An earthquake is a sudden, rapid shaking of the earth caused by the breaking and shifting of rock beneath the earth's surface. Earthquakes can strike suddenly, without warning, and occur at any time of the year, day or night. Most tremors are west of the Rocky Mountains. However, forty-five states and territories in the United States are at moderate to very high risk of earthquakes and are located in every region. Two primary "hot spots" for earthquakes in the central United States will impact Illinois, specifically in the south and southeastern parts of the state.

- **New Madrid Seismic Zone** lies within the central Mississippi Valley, from Cairo, Illinois, through southeastern Missouri, western Kentucky, western Tennessee, and northeast Arkansas. The epicenter of the zone is located just west and northwest of Memphis, Tennessee.
- **In southeastern Illinois and southwestern Indiana, Wabash Valley Seismic Zone** can produce 'New Madrid' size earthquake events. The epicenter of the zone is located between Mt. Vernon, Illinois, and West Franklin, Indiana (in Posey County).

If indoors:

- Stay inside.
- Take cover under a piece of heavy furniture or against an inside wall and hold on.
- The most dangerous thing to do during an earthquake is to try to leave the building. Objects can fall on you.

If outdoors:

- Move into the open, away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops.

If in a moving vehicle:

- Move to a clear area away from buildings, trees, overpasses, or utility wires.
- Stop quickly and stay in the vehicle.
- Once the shaking has stopped, proceed with caution.
- Avoid bridges or ramps that the quake might have damaged.

After an earthquake, remain cautious. Aftershocks are not uncommon.

ACTIVE SHOOTER

In a hostile situation or one perceived as threatening violence, it is recommended that you follow the guidelines below. This information is to help in a critical situation and does not cover every possible situation. Please note that these types of incidents are highly unpredictable. An individual's response should depend on the particular circumstances at hand.

Contact Authorities:

- Call **911** as soon as possible. Do not put yourself or anyone else in danger.

Secure Immediate Area:

- Clear hallways immediately.
- Do not attempt to confront or apprehend the shooter (unless as a last resort).
- Lock and barricade doors if unable to exit the building safely.
- Turn off the lights.
- Close blinds and block windows.
- Turn off radios and computer monitors.
- Keep occupants calm, quiet, and out of sight. Take adequate cover/protection from bullets (*i.e., concrete walls, thick desks, and file cabinets*).
- Silence cell phones.
- Do not leave the room or unlock the door to see "what is happening."
- Place signs in exterior windows to identify the location of injured persons.

What to Report:

- Your specific location, including building name and official room number.
- The number of people at your specific location and numbers/types of injuries.
- Number and location of the assailant(s), plus descriptors: race and gender; clothing description; physical features; weapon types (long gun or handgun); backpack; shooter's identity, if known; separate gunfire; explosions; etc.

Un-Securing an Area:

- Remember: A shooter may not stop until an outside force engages him.
- Consider risks before un-securing rooms. If doubt exists for the safety of the individuals inside a room, that area should remain secured.
- Consider the safety of the masses vs. the safety of the few.
- Attempts to rescue people should only be made if they can be accomplished without further endangering yourself or anyone else.

HOSTAGE

If you are taken hostage:

- Stay calm. Be cooperative. Avoid eye contact. Don't threaten or intimidate; appear submissive.
- Remember that lives are your top concern. Before you say or do anything, consider the consequences for yourself and others. Your safety – and theirs – comes first.
- Notify **911** only if it will not endanger you or anyone else.
- Make careful mental notes about hostage-taker(s): age, skin color, hair, eye color, height and weight, color, type of clothing, and distinguishing characteristics (voice, accents, language, etc.)
- Follow all directives from law enforcement officials.

MEDICAL EMERGENCY/INJURY/ILLNESS

In case of an emergency/injury/illness:

- **Summon help by calling 911).** Be prepared to provide an address, location, and incident description, including:
 - What is the chief complaint?
 - What are the sex and approximate age of the victim?
 - How many victims are involved?
 - Is the victim conscious?
 - Is the victim breathing?
 - Does the victim have a pulse?
 - Is there severe bleeding?
- Do not move an injured person unless absolutely necessary to prevent additional injury. If the victim must be moved, pull the body lengthwise. When lifting a victim, support each section of the body so "jackknifing" does not occur.
- Make the victim as comfortable as possible until professional help arrives. Reassure him help is on the way.
- Cover the victim with a blanket or coat to keep them warm.
- If there is no breathing or pulse, begin mouth-to-mouth resuscitation or CPR if trained.
- If vomiting occurs in an unconscious person, turn the victim to one side to prevent choking.
- To stop bleeding, apply pressure and elevate (if bleeding from an extremity). **NOTE:** Attempt to use or wear personal protective equipment (*i.e., rubber gloves, protective barriers, etc.*).

- If shortness of breath occurs, elevate the head.
- Clear the room of all non-essential people; send someone to meet the ambulance and direct rescue personnel to your location.

Multiple victims? Their collective presence may indicate continuing danger.

- Approach with caution and evaluate your surroundings.
- Is the scene/environment safe? If there is any doubt, do not approach. You may become the next victim.

NOTE: Body fluids (*i.e., blood, vomit, etc.*) spills should be cleaned up by LCN's building service workers, who are trained to handle the cleanup safely. Please keep yourself and others away from the spilled fluid.

After an emergency has been resolved, an accident form must be completed. The Incident Form is available on the website.

TRAPPED IN ELEVATOR

If you become trapped in the elevator (Danville) – or know of others who may be trapped – use the elevator phone to call out.

When reporting the incident:

- Give the location of the elevator.
- Estimate the number of people trapped.
- Report any injuries.
- Report any noises or occurrences that preceded the event or occurred after persons became trapped.
- Continue to talk to people trapped until help arrives.

After an emergency has been resolved, an accident form must be completed. The Incident Form is available on the website.

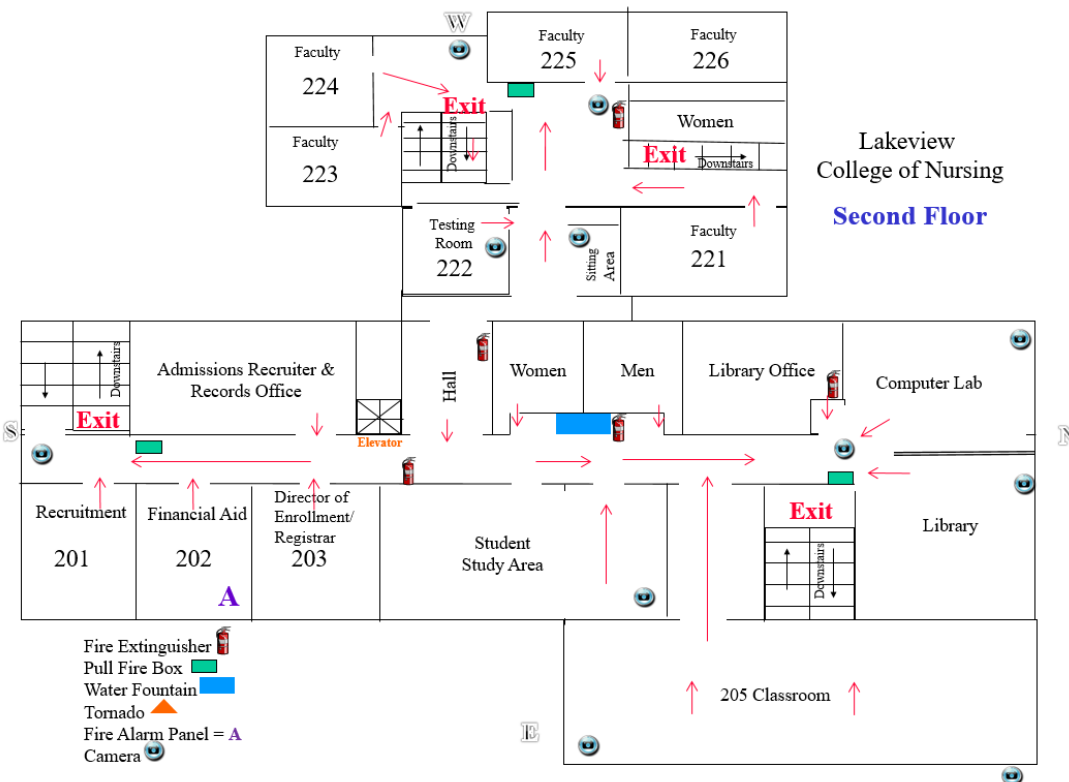
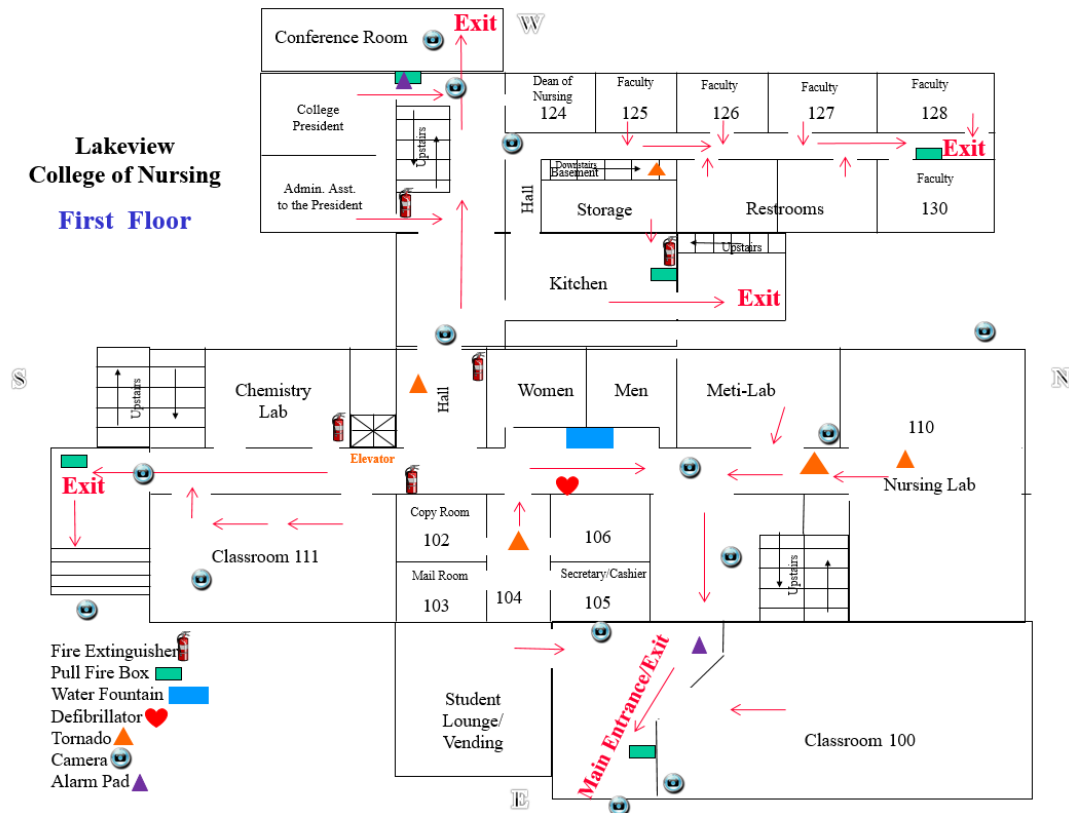
COVID-19

Lakeview College of Nursing will post information regarding pandemic procedures, guidelines, and updates at <https://info.lakeviewcol.edu/covid-19-lakeview-college-of-nursing-information>.

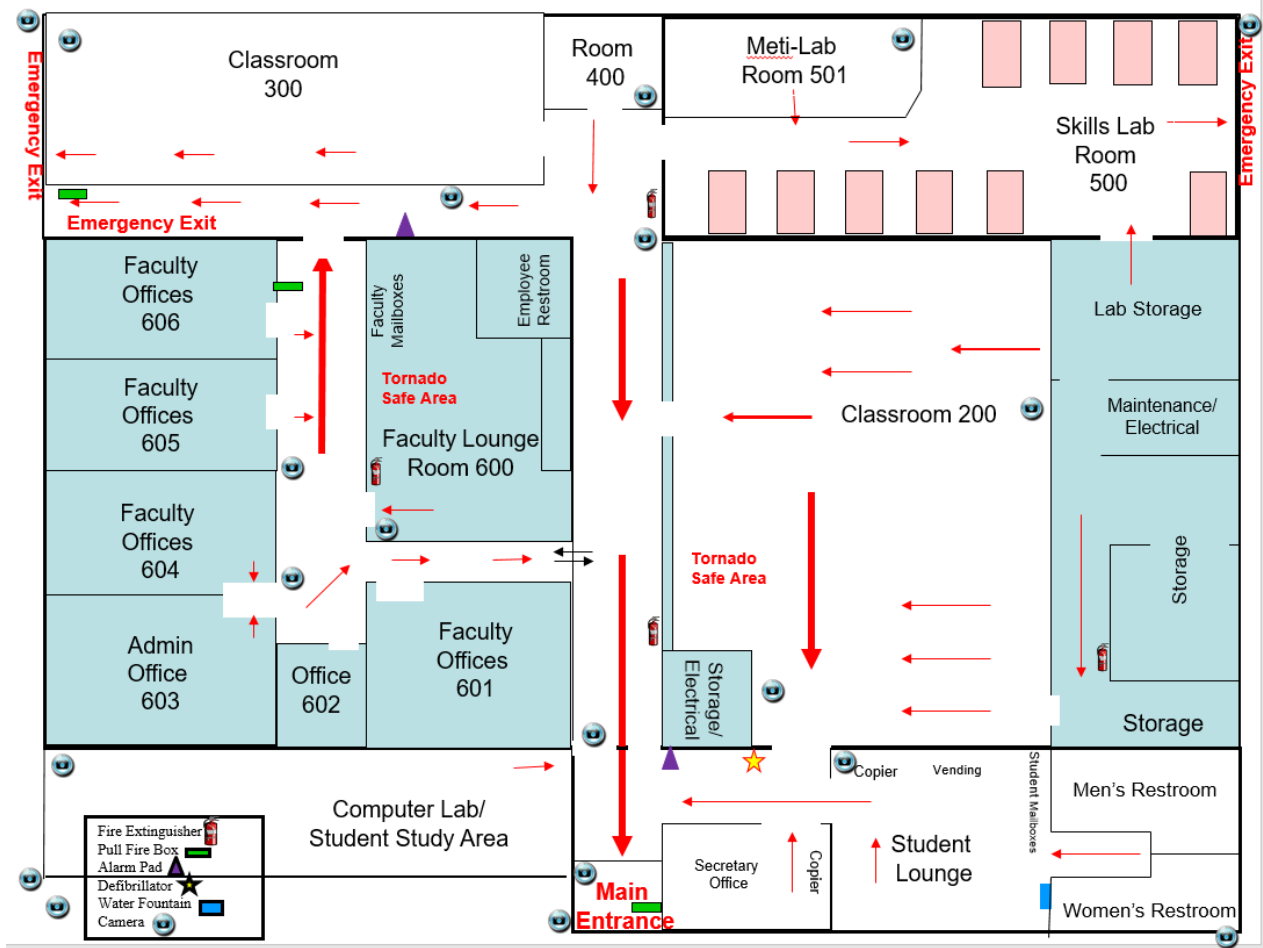
Lakeview College of Nursing trusts that all faculty, staff, students, and visitors alike — will ultimately take responsibility for their health and safety and act in a manner that demonstrates respect and consideration for those around them. We are committed to keeping our College community healthy and safe and will remain flexible for any emergency and guidelines are set forth. Federal and state authorities may force modifications to educational operations.



Main Campus – Danville – 903 N. Logan Avenue, Danville, IL 61832



Additional Location - Charleston - 580 W. Lincoln, Charleston, IL 61920



Board of Directors, Administration, Faculty, and Staff
Please visit <https://www.lakeviewcol.edu/faculty-staff-directory>
for Board, Administration, Faculty, and Staff Bios.

Have a Question? - *– we are here to help*

FOR GENERAL QUESTIONS – PLEASE CALL 217-709-0920

Academic Records	Connie Young	records@lcn.edu	217-709-0931
Academic Schedules	Connie Young	registrar@lcn.edu	217-709-0931
At-Risk Students	Faculty Advisor	See Sonis for your advisor	
Building Maintenance	President’s Office	kthomen@lcn.edu	217-709-0924
Computer Issues	Miranda Shake	webmaster@lcn.edu	217-709-0927
Disability Services		studentsfirst@lcn.edu	217-709-0920
Edvance360 Questions	Instructor <i>or Further assistance</i> , contact Miranda Shake	See Syllabus webmaster@lcn.edu	217-709-0927
E-mail	Miranda Shake	webmaster@lcn.edu	217-709-0927
Financial Aid	Tammy Garza	finaid@lcn.edu	217-709-0928
Facilities	President’s Office	kthomen@lcn.edu	217-709-0924
Graduation	Connie Young	records@lcn.edu	217-709-0931
Health Records		records@lcn.edu	
ATI	Course Coordinator	See Syllabus	
Library Resources	Miranda Shake	library@lcn.edu	217-709-0927
Use of Logo	Amy McFadden	marketing@lcn.edu	217-709-0929
Clinical Issues	Clinical Faculty Course Coordinator	See Syllabus	
Course Issues	Course Coordinator	See Syllabus	
Public Relations	Amy McFadden	amcfadden@lcn.edu	217-709-0929
Safety & Security	President’s Office	president@lcn.edu	217-709-0923
Skills/Simulation Lab			
Danville	Christina Smalley	csmalley@lcn.edu	217-709-0942
Charleston	Rita Wallace	rwallace@lcn.edu	217-709-0789
Sonis	Miranda Shake Connie Young	webmaster@lcn.edu registrar@lcn.edu	217-709-0927 217-709-0931
Student Accounts	Julie Burokas	julie@lcn.edu	217-709-0922
SGA Advisor			
Danville Charleston	Travis Whisman	twhisman@lcn.edu	217-709-0943
Title IX Coordinator	Karlee Thomen	studentsfirst@lcn.edu	217-709-0924
Transcripts	Records Office	transcripts@lcn.edu	217-709-0941

Charleston Location FAX
Records Office FAX
Library FAX

217-345-1580
217-709-0953
217-709-0955

President/Dean of Nursing FAX 217-709-0954
Financial Aid FAX 217-709-0956

APPENDIX A

Job Descriptions:

Dean of Nursing

Full-Time Faculty

Temporary Full-Time Faculty

Course Coordinator

Teaching Assistant

Nursing Skills - Lab Coordinator

Part-Time Faculty

Nursing Faculty Mentor

Director of Assessment

LAKEVIEW COLLEGE OF NURSING

POSITION TITLE: Dean of Nursing

DEPARTMENT: Lakeview College of Nursing

REPORTS TO: College President

SUPERVISED BY: College President

SUPERVISES: Faculty, Course Coordinators, Director of Assessment,
Faculty Organizational Committee Chairs,
Administrative Assistant for Academic Support and the Librarian.

I. POSITION SUMMARY/BASIC FUNCTION:

The Dean of Nursing is responsible for maintaining program quality, strengthening the curriculum, and maintaining a high-quality faculty. The Dean of Nursing provides leadership and counsel to faculty and students, monitors trends in nursing education, participates in research, ensures adherence to federal, state, and college regulations, maintains accreditation standards, and establishes clinical partnerships.

II. SPECIFIC REQUIREMENTS FOR THE POSITION:

- | | | |
|----|--|---|
| A. | Education: | An earned doctorate (PhD, EdD, DNS, DNP, or doctorate near completion) in nursing or related field;
Master's Degree in Nursing. |
| B. | Years and Type of
Previous Experience: | Two years experience in clinical nursing practice
Two years as an instructor in an RN or higher
nursing education program at an accredited college or
university. |
| C. | Certifications/Licenses
or Skills Required: | Illinois licensure as a registered nurse or eligible.
Knowledgeable about the goal of baccalaureate nursing
education, the principles of teaching and learning, and
current standards of practice. |
| D. | Personal Qualifications: | Proven inspired leadership. Exceptional communication
skills with an ability to stimulate dialogue between
faculty, administration, staff, and students and be
responsive to and respect diverse points of view.
Ability to manage and guide a changing academic
environment in a collaborative, participatory style.
Proven record of encouraging and supporting excellence
in teaching, scholarship, creative activities, and
professional services. Ability to communicate and
collaborate effectively with internal and external
constituencies to advance the strategic objectives of
Lakeview. Record of sensitivity to diversity. |

III. POPULATION SERVED BY THIS POSITION:

Lakeview College of Nursing's Faculty, Staff, Students, Alumni, and Lakeview's communities.

IV. ESSENTIAL FUNCTIONS OF THE POSITION:

A. General Responsibilities:

1. Expresses the vision of Lakeview in a way that inspires faculty, staff, and students.
2. Fosters an exciting, challenging learning environment.
3. Promotes Lakeview's commitment to caring and individual differences.
4. Maintains a presence with new and developing technologies and advances the interrelationships of technology and nursing education.
5. Recruits, orients, develops, evaluates, and mentors faculty.
6. Demonstrates leadership to and management of the nursing programs, including the initiative in maintaining and improving the quality of instruction. Collaborates with the faculty to
 - a. Develop short-term and long-range plans to fulfill the academic goals and achieve the mission statement.
 - b. Promote excellence in teaching, scholarly activities, and service.
 - c. Support and promote enrollment management-related activities.
 - d. Support curriculum development and academic programs.

B. Specific Duties:

1. Represents Lakeview of Nursing as requested by the College President.
2. Coordinates the work of committees that provide input into the academic support programs.
3. Promotes college involvement by members of the student government and student nurse professional groups.
4. Participates in the formulation and execution of the nursing budget.
5. Serves as a member of the Faculty Organization and Administrative Team and as an Ad-hoc member of all faculty committees.
6. Serves as an ex-officio member of the LCN Board of Directors.
7. Demonstrates a commitment to caring in administrative interactions.
8. Participates in the recruitment and appointment of faculty and makes recommendations to the President on personnel supervised by the Dean.
9. Assists in periodic review and evaluation of College programs and support resources. Responsible for the accreditation reports. Implement the rules and regulations of external accrediting agencies.
10. Develops and maintains relationships with local, state, regional, and national agencies.
11. Assures that the program is current regarding standards of practice and community health care needs.
12. Monitors nursing program retention and placement rates, submit retention data to the Administrative Team and provide recommendations for improvement.
13. Makes faculty teaching assignments.
14. Encourages faculty to participate in professional associations, conferences, and activities.
15. Maintains written agreements for the use of clinical facilities.
16. Maintains updated articulation agreements with community colleges.
17. Submits appropriate reports to College President as requested.
18. Promotes College and alumni relations.
19. Teaches at least one course a semester if approved by the President.
20. Remains loyal to Lakeview and its purposes.
21. Performs other duties as assigned.

C. Critical Skills

The following skills are considered crucial to satisfactory performance in this administrative position: problem analysis, judgment, attention to details, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, relationship and management skills, oral communication, written communication, and educational values consistent with Lakeview Philosophy, Mission, Vision, and Goals.

Written: 10/93

Latest Revision: 2/99, 7/02, 6/04, 8/08, 6/1, 4/14, 5/17

POSITION TITLE: FULL-TIME FACULTY
REPORTS TO: Dean of Nursing
SUPERVISED BY: Dean of Nursing
POSITIONS SUPERVISED: None

I. POSITION SUMMARY/BASIC FUNCTION:

Full-time faculty develops, implements, and evaluates the nursing program on an ongoing basis. Full-time faculty participates in selecting students, advising students, curriculum development, program revisions, program reviews, evaluations, teaching in the classroom and clinical setting, evaluation of student achievement, and other duties as assigned by the mission, vision, and values. Central responsibility is to design and implement teaching and learning experiences according to best practices and professional standards that enable graduates of the program to become practicing nurses and leaders within the health care community.

II. SPECIFIC QUALIFICATION FOR TEACHING ASSIGNMENTS:

- | | | |
|----|---|--|
| A. | Education: | A master's degree in nursing or approved state waiver required; doctoral degree in nursing preferred. |
| B. | Years and Type of Previous Experience: | Two years experience in clinical nursing practice
One year of:
a). applied experience; b). equivalent certification;
c). or licensure in the field, which relates to the learning outcomes of the courses being taught and demonstrates the capacity for teaching excellence. Teaching excellence is demonstrated via course evaluations, teaching demonstrations, or other clear measures. Previous teaching experience preferred. |
| C. | Certifications/Licenses or Skills Required: | Current, unencumbered license as a registered professional nurse in the state of Illinois. If conducting a clinical in another state must have a valid nursing license for that state. Certified Nurse Educator (CNE) certification or Academic Clinical Nurse Educator (CNEcl) preferred. |
| D. | Personal Qualifications: | Online Teaching Certification or enrollment in the online instructor certification program and completion within one year are required for faculty teaching online.
Is commensurate with rank assigned. |

III. POPULATION SERVED BY THIS POSITION: Lakeview students and the general public.

IV. ESSENTIAL FUNCTIONS OF THE POSITION:

A. INSTRUCTION

1. Teaches an academic workload of 24 contact hours per academic year [12 fall and 12 spring]. The teaching load may be divided between theory, clinical, and lab instruction.
2. Develop assigned course syllabi to reflect the philosophy, theoretical concepts, course description, student objectives, and learning outcomes. Files a copy of course syllabi with the Librarian and the Director of Assessment each semester.
3. Utilizes various teaching methods to accommodate the students' learning styles.
4. Provides for opportunities for active student involvement through practice and application.
5. Maintains control of the classroom and engages students in the learning process.
Responds appropriately to student cues on confusion or boredom.
6. Demonstrates a command of the subject matter.
7. Begins and ends class on time.

8. Demonstrates considerations for diverse cultural backgrounds.
9. Posts and keeps a minimum of five office hours per week convenient to the students seeking assistance with counseling, academic advising, and coursework.
10. Provides or utilizes course materials [handouts, interactive notes, technology] that enhance student learning and follows course syllabus.
11. Arranges for coverage of class/clinical during own absences and emergency leaves.
12. Models professional behavior and maintains standards of practice.
13. When course coordinator, plans, monitors, and evaluates the instruction provided by other faculty [theory, lab, clinical] assisting with any aspect of the course.
14. Performs additional responsibilities for nursing faculty performing clinical supervision in an affiliating agency, including:
 - a. Participates in clinical orientation as required by the clinical agency.
 - b. Completes validation as required by contract with clinical agencies, orients students to clinical facilities.
 - c. Makes clinical assignments for students at the clinical setting.
 - d. Supervises students in patient care area in collaboration with staff.
 - e. Conducts pre and post conferences with students.
 - f. Schedules make-up clinical as needed.
 - g. Provides timely ongoing verbal and written feedback to students.
 - h. Guides and counsels with students toward personal development in dealing with clinical stress.
 - i. Promotes rapport within the department, campus, and community settings.
 - j. Keeps the Dean of Nursing or Course Coordinator informed on issues that arise with students and clinical sites.

B. ADVISING

1. Serves as an advisor for nursing students.
2. Assists students with course registration and scheduling and guides their academic and personal development.
3. Develops remediation plans [Academic Improvement Plans] with students.
4. Schedules meeting times with students who are at risk of being unsuccessful on exams, in a course, or the nursing program.
5. Assists student in identifying and utilizing resources that contribute to their success.

C. EVALUATION

1. Provides the evaluation of students in both theory and clinical courses. Uses standardized testing analysis in the development of student outcomes.
2. Participates in peer evaluations when requested.
3. Reviews student evaluation summaries of assigned courses and utilizes the feedback for planning and implementing future courses. Participates in college assessment and submits assessment reports as required.
4. Participates in program planning in response to student program evaluation feedback.
5. Participates in program planning in response to clinical evaluation feedback.
6. Participates in program planning in response to employer satisfaction surveys.

D. COMMITTEE MEETING RESPONSIBILITIES

1. Attends and participates in the Faculty Organization Committee.
2. Serves as a member of the Curriculum, Faculty Development, and Admissions Committee.
3. Serves as a member of ad-hoc committees as assigned.
4. Participates in college-wide committees when requested.

E. BUDGET

1. Makes recommendations regarding library resources, lab equipment, learning software, and standardized testing vendor. Participates in the budget planning process.

F. ADMINISTRATIVE

1. Participates in accreditation reviews and reports.
2. Participates in the orientation and advisement of students.
3. Participates in the recruitment, orientation, and coordination of clinical faculty.
4. Participates in developing, evaluating, assessing, and revising student policies and curriculum tracks.

G. PROFESSIONAL DEVELOPMENT/SERVICE/RESEARCH

1. Participates in faculty workshops, faculty development, college-related functions as scheduled [White Coat Ceremony, Research Day, and Honors Program] and commencement exercises [May and December].
2. Participates in a variety of professional organizations. Participates in community activities.
3. Attend ten faculty enriching activities during the letter of appointment. Faculty is responsible for keeping record of these activities adding to Curriculum Vitae as well as submitting to HR.
4. Provides evidence of scholarly activities.
5. Considers enrollment in coursework toward a terminal degree.
6. Maintains compliance as requested by College Administration [FERPA, Title IX, Non-Discrimination, etc.]
7. Attend 10 faculty enriching activities per academic year. Keep record of activities, add to Curriculum Vitae as well as provide copy to Human Resources for Personnel File documentation. All new full-time faculty will be expected to become an ATI Champion within 1 calendar year of their employment.
8. Adheres to all deadlines, policies and procedures outlined in the Faculty Handbook, Faculty Bylaws, Master Calendar, College Assessment Plan, and College Organizational Policies.
9. Performs other duties as assigned.

*Note: The faculty member who serves as the Mental Health course coordinator functions as one of the Student Assistant Program contacts as described in the Student Handbook.

Revised: 09/03/2020

POSITION TITLE: TEMPORARY FULL-TIME FACULTY
REPORTS TO: Dean of Nursing
SUPERVISED BY: Dean of Nursing
POSITIONS SUPERVISED: None

I. POSITION SUMMARY/BASIC FUNCTION:

Central responsibilities are the implementation of the baccalaureate nursing curriculum, and the design of teaching and learning experiences according to best practices and professional standards that enable graduates of the program to become practicing nurses and leaders within the health care community.

II. SPECIFIC REQUIREMENTS FOR THE POSITION:

- A. Education: A master's degree in nursing or approved state waiver required; doctoral degree in nursing preferred.
- B. Years and Type of Previous Experience: Two years' experience in clinical nursing practice
One year of:
a). applied experience; b). equivalent certification;
c). or licensure in the field; which clearly relates to the learning outcomes of the courses being taught along with a demonstration of the capacity for teaching excellence. Teaching excellence is demonstrated via course evaluations, teaching demonstration, or other clear measures. Previous teaching experience preferred.
- C. Certifications/Licenses or Skills Required: Current, unencumbered license as a registered professional nurse in the state of Illinois. If conducting a clinical in another state must have a valid nursing license for that state. Certified Nurse Educator (CNE) certification or Academic Clinical Nurse Educator (CNEcl) preferred.
- D. Personal Qualifications: Online Teaching Certification or enrollment in the online instructor certification program and completion within one year are required for faculty teaching online. Is commensurate with rank assigned.

III. POPULATION SERVED BY THIS POSITION: Students and the general public of Lakeview.

A. INSTRUCTION

1. Teaches an academic workload of 24 contact hours per academic year [12 fall and 12 spring]. Teaching load may be divided between theory, clinical, and lab instruction.
2. Develops assigned course syllabi to reflect the philosophy, theoretical concepts, course description, and student objectives and learning outcomes. Files a copy of course syllabi with the Librarian and the Director of Assessment each semester.
3. Utilizes a variety of teaching methods to accommodate the learning styles of the students.
4. Provides for opportunities for active student involvement through practice and application.
5. Maintains control of the classroom and engages students in the learning process. Responds appropriately to student cues on confusion or boredom.
6. Demonstrates a command of the subject matter.
7. Begins and ends class on time.
8. Demonstrates considerations for diverse cultural backgrounds.
9. Posts and keeps a minimum of five office hours per week that are convenient to the students who seek assistance with counseling, academic advising, and coursework.
10. Provides or utilizes course materials [handouts, interactive notes, technology] that enhance student learning and follows course syllabus.

11. Arranges for coverage of class/clinical during own absences and emergency leaves.
12. Models professional behavior and maintains standards of practice.
13. When course coordinator, plans, monitors, and evaluates the instruction provided by other faculty [theory, lab, clinical] assisting with any aspect of the course.
14. Performs additional responsibilities for nursing faculty performing clinical supervision in an affiliating agency, including:
 - a. Participates in clinical orientation as required by the clinical agency.
 - b. Completes validation as required by contract with clinical agencies, orients students to clinical facilities.
 - c. Makes clinical assignments for students at the clinical setting.
 - d. Supervises students in patient care area in collaboration with staff.
 - e. Conducts pre and post conferences with students.
 - f. Schedules make-up clinical as needed.
 - g. Provides timely ongoing verbal and written feedback to students.
 - h. Guides and counsels with students toward personal development in dealing with clinical stress.
 - i. Promotes rapport within the department, campus, and community settings.
 - j. Keeps the Dean of Nursing or Course Coordinator informed on issues that arise with students and clinical sites.

B. ADVISING (Temporary Full-time faculty are not assigned student advisees)

1. Develops remediation plans [Academic Improvement Plans] with students.
2. Schedules meeting times with students who are at risk being unsuccessful on exams, in a course, or the nursing program.
3. Assists student in identifying and utilizing resources that contribute to their success.

C. EVALUATION

1. Provides the evaluation of students in both theory and clinical courses. Uses standardized testing analysis in the development of student outcomes.
2. Participates in peer evaluations when requested.
3. Reviews student evaluation summaries of assigned courses and utilizes the feedback for planning and implementing future courses. Participates in college assessment and submits assessment reports as required.
4. Participates in program planning in response to student program evaluation feedback.
5. Participates in program planning in response to clinical evaluation feedback.

D. COMMITTEE MEETING RESPONSIBILITIES

1. Adheres to requirement of mandatory attendance with at least one Faculty Organization Committee.
2. Participates in college-wide committees when requested.

E. BUDGET

1. Makes recommendations regarding library resources and lab equipment.

F. ADMINISTRATIVE

1. Participates in accreditation reviews and reports.
2. Participates in the orientation and, as needed.

G. PROFESSIONAL DEVELOPMENT/SERVICE/RESEARCH

1. Participates in commencement exercises [May and December]. May participate in faculty workshops, faculty development, college-related functions as scheduled [White Coat Ceremony, Research Day, and Honors Program].
2. Attend ten faculty enriching activities during the letter of appointment. Faculty is responsible for keeping record of these activities adding to Curriculum Vitae as well as submitting to HR.
3. Adheres to all deadlines, policies and procedures outlined in the Faculty Handbook, Faculty Bylaws, Master Calendar, College Assessment Plan, and College Organizational Policies.
4. Performs other duties as assigned.

Revised: 11/26/2019

<u>POSITION TITLE:</u>	COURSE COORDINATOR
<u>REPORTS TO:</u>	Dean of Nursing
<u>SUPERVISED BY:</u>	Dean of Nursing
<u>POSITIONS SUPERVISED:</u>	None

I. POSITION SUMMARY/BASIC FUNCTION:

Course coordinators are faculty members responsible for gathering and summarizing the efforts of all instructors of the same course, maintaining records on the course, and completing online reporting forms for a given course.

II. ESSENTIAL FUNCTIONS OF THE POSITION:

Course Coordinators should refer to the full-time faculty and temporary full-time job descriptions in addition to the duties of a Course Coordinator.

A. Course Preparation, Implementation, and Evaluation

1. Identifies clinical agencies for student experiences and the initial contacts for contract development.
2. Notifies the Dean of Nursing of potential problems during the running of the course (students, clinical sites, and faculty).
3. Chooses textbooks in collaboration with the faculty organization and Dean. The coordinator ensures that all faculty in the course have a copy of the text.
4. Prepares the syllabus, lecture notes, course study guide, and clinical packet *at least* one week before the beginning of the semester.
5. Uses assessment feedback to strengthen course content.
6. Ensures stock items needed to run the course are ordered, organized, and inventoried [in collaboration with the Lab Coordinator].
7. Notifies the Dean of Nursing of the need to change the established course/clinical schedule.
8. Notifies students in writing when there is a change in the schedule.
9. Coordinates the development of tools for evaluating student effectiveness (i.e., reliable/valid tests, requirements for papers).
10. Ensures all students are compliant with clinical hours required.
11. Completes Lakeview Assessment forms and submits them to the Director of Assessment.
12. Makes arrangements for final course and clinical evaluations for students.

B. Grades

1. Keeps the course grade book: Clinical grades, Course work, Clinical Evaluations, and Exams.
2. Turns in final course grades to the Registrar within the designated period.

C. Faculty

1. Identifies potential faculty members to help in teaching the course.
2. Delegates teaching/clinical responsibilities to faculty assigned in the course.
3. Meets with other faculty assigned to teach in the course throughout the semester to determine concerns, problems, and needs.
4. Mentors new faculty in the course.
5. Keeps in communication with clinical faculty throughout the semester.
6. Evaluates another faculty teaching in the same course section (classroom and clinical).
7. Performs other duties as assigned.

<u>POSITION TITLE:</u>	TEACHING ASSISTANT
<u>REPORTS TO:</u>	Dean of Nursing
<u>SUPERVISED BY:</u>	Dean of Nursing
<u>POSITIONS SUPERVISED:</u>	None

I. POSITION SUMMARY/BASIC FUNCTIONS:

The utilization of registered nurses enrolled in a Master's Degree nursing program as Teaching Assistants is a teaching strategy that provides quality learning experiences for the graduate student interested in nursing education. Graduate nursing students will be paired with experienced faculty whose teaching responsibility and expertise are of interest. Teaching assistants may assist the faculty in the classroom, lab, and clinical setting. This learning experience is designed to help build the graduate student's confidence, increase the level of functioning in an educational environment, and support the faculty in their roles and responsibilities.

II. TEACHING ASSISTANT QUALIFICATIONS

- A. Current Illinois Licensed RN.
- B. Bachelor's degree in nursing.
- C. Currently enrolled in a master's degree program with a major in nursing.
- D. Clinical competence.
- E. Interest in the teaching assistant role.
- F. Knowledgeable regarding the teaching-learning process.

III. TEACHING ASSISTANT RESPONSIBILITIES:

- A. Enhances the student's learning experiences by allowing the student to apply and synthesize knowledge in the classroom or clinical setting.
- B. Serves as a role model and clinical resource.
- C. Assists the faculty with identified needs.
- D. Communicates with assigned faculty person every week.
- E. Evaluates the learning experiences and the teaching assistant/faculty relationship.

IV. NURSING FACULTY RESPONSIBILITIES:

- A. Provides course syllabus, clinical objectives, clinical guidelines, and student evaluation tools.
- B. Assists teaching assistants in setting goals based on identified learning needs.
- C. Is available for consultation and collaboration.
- D. Communicates periodically with assigned teaching assistant to assess progress, concerns, and needs.
- E. Evaluates the learning experiences and the teaching assistant/faculty relationship.
- F. Maintains the ultimate responsibility and accountability for the student's achievement of the course goals and evaluation of the student.
- G. Performs other duties as assigned.

POSITION TITLE: NURSING SKILLS – LAB COORDINATOR
REPORTS TO: Dean of Nursing
SUPERVISED BY: Dean of Nursing
POSITIONS SUPERVISED: None

- I. **POSITION SUMMARY/BASIC FUNCTION:** The Nursing Skills Laboratory Coordinator supports nursing faculty with laboratory experiences to enhance student experiential learning.

II. **PRINCIPAL DUTIES AND RESPONSIBILITIES:**

Lab Coordinators should refer to the full-time faculty job description and the Course Coordinator job description.

1. Manages the overall operations of the Nursing Skills Laboratory and sets up laboratory experiences.
2. Functions as a resource for faculty for the operations of laboratory equipment.
3. Assists nursing students in the practice of selected skills delegated by nursing faculty for practice, remediation, or clinical make-ups.
4. Collaborates with faculty to evaluate the effectiveness of skills taught and practiced.
5. Maintains an updated inventory of all nursing laboratory equipment, supplies, and media instructional materials for all courses. Keep nursing classrooms and laboratory spaces neat and organized.
6. Submits annual requests for purchase of supplies, equipment, and media instructional materials for all courses to the Dean, identifying which course needs the requested materials for lab/simulations.
7. Provides orientation for new faculty and adjuncts working in the nursing skills laboratory.
8. Recommends the computer hardware and software, simulation equipment, and instructional materials for the nursing skills laboratory.
9. Develops, maintains, and supports a nursing skills laboratory environment that promotes learning.
10. Launder linens that are used in the nursing laboratory.
11. Develops, implements, and evaluates lab schedules across the curriculum to ensure adequate lab skills are practiced during courses or as requested by faculty.
12. Assists faculty in developing simulation experiences.
13. Assists with cleaning and maintenance of manikins and equipment.
14. Assists as necessary in tutoring those students requesting or demonstrating need.
15. Assists students during scheduled open lab times
16. Video records students during videotaped experiences as requested.
17. Maintains confidentiality of all laboratory student experiences
18. Play the roles of simulated patients/clients in simulation scenarios.
19. Grades laboratory assignments as delegated by faculty.
20. Performs other duties as assigned.

Revised:
08/02/2017

POSITION TITLE: PART-TIME FACULTY
REPORTS TO: Dean of Nursing
SUPERVISED BY: Dean of Nursing
POSITIONS SUPERVISED: None

I. POSITION SUMMARY/BASIC FUNCTION:

Central responsibility is to design and implement teaching and learning experiences according to best practices and professional standards that enable graduates of the program to become practicing nurses and leaders within the health care community. Part-time faculty participate in teaching in the classroom, clinical and lab setting, evaluation of student achievements and other duties as assigned by the mission, vision, and values.

II. SPECIFIC REQUIREMENTS FOR THE POSITION:

- | | | |
|----|---|---|
| A. | Education: | A master's degree in nursing or approved state waiver required; doctoral degree in nursing preferred. |
| B. | Years and Type of Previous Experience: | Two years experience in clinical nursing practice
One year of:
a). applied experience; b). equivalent certification;
c). or licensure in the field, which clearly relates to the learning outcomes of the courses being taught along with a demonstration of the capacity for teaching excellence. Teaching excellence is demonstrated via course evaluations, teaching demonstrations, or other clear measures. Previous teaching experience preferred. |
| C. | Certifications/Licenses or Skills Required: | Current, unencumbered license as a registered professional nurse in the state of Illinois. If conducting a clinical in another state must have a valid nursing license for that state. Certified Nurse Educator (CNE) certification or Academic Clinical Nurse Educator (CNEcl) preferred. |
| D. | Personal Qualifications: | Online Teaching Certification or enrollment in the online instructor certification program and completion within one year are required for faculty teaching online. Is commensurate with rank assigned. |

III. POPULATION SERVED BY THIS POSITION: Students and the general public of Lakeview.

IV. ESSENTIAL FUNCTIONS OF THE POSITION:

A. INSTRUCTION

Teaches an academic workload of eleven or fewer contact hours per academic semester. Teaching load may be divided between theory, clinical, and lab instruction.

1. Classroom Instructor:

- a. Develop assigned course syllabi to reflect the philosophy, theoretical concepts, course description, student objectives, and learning outcomes. Files a copy of course syllabi with the Librarian and the Director of Assessment each semester.
- b. Utilizes various teaching methods to accommodate the students' learning styles.
- c. Provides for opportunities for active student involvement through practice and application.
- d. Maintains control of the classroom and engages students in the learning process. Responds appropriately to student cues of confusion or boredom.
- e. Demonstrates a command of the subject matter.

- f. Begins and ends class on time. Posts office hours that are convenient to the students who seek assistance with coursework.
- g. Provides or utilizes course materials [handouts, interactive notes, technology] that enhance student learning and follow course syllabus.
- h. Arranges for coverage of class during own absences and emergency leaves.
- i. Models professional behavior and maintains standards of practice.
- j. When the course coordinator plans, monitors, and evaluates the instruction provided by other faculty [theory, lab, clinical], assisting with any aspect of the course.
- k. Develops remediation plans [Academic Improvement Plans] with students.
- l. Schedules meeting times with students at risk of being unsuccessful on exams, in a course, or in the nursing program.
- m. Assists students in identifying and using resources that contribute to their success.
- n. Evaluates of students in theory. Uses standardized testing analysis in the development of student outcomes as required.
- o. Participates in program planning in response to student program evaluation feedback.
- p. Reviews student evaluation summaries of assigned courses and utilizes the feedback for planning and implementing future courses. Participates in college assessment and submits assessment reports as required.
- q. Participates in the recruitment, orientation, and coordination of clinical faculty.

2. Clinical Instructor:

Performs responsibilities for nursing faculty performing clinical supervision in an affiliating agency, including:

- a. Participates in clinical orientation as required by the clinical agency.
- b. Completes validation as required by contract with clinical agencies, orients students to clinical facilities.
- c. Makes clinical assignments for students in the clinical setting.
- d. Supervises students in patient care area in collaboration with staff.
- e. Conducts pre and post-conferences with students.
- f. Communicates with Course Coordinator on clinical absences. Schedules make-up clinical as needed.
- g. Maintains ongoing weekly evaluation of individual student progress in the clinical area.
- h. Provides timely ongoing verbal and written feedback to students.
- i. Guides and counsels with students toward personal development in dealing with clinical stress.
- j. Promotes rapport within the department, campus, and community settings.
- k. Keeps the Dean of Nursing or Course Coordinator informed on issues that arise with students and clinical sites.

B. OTHER

- 1. Demonstrates considerations for diverse cultural backgrounds.
- 2. Participates in college-wide committees when requested.
- 3. Attends Faculty Organization Committee, as required.
- 4. Makes recommendations regarding library resources and lab equipment. Participates in the budget planning process.
- 5. Participates in scheduled faculty workshops, faculty development, college-related functions [White Coat Ceremony, Research Day, and Honors Program] and commencement exercises [May and December], as required.
- 6. Attends ten faculty enriching activities during the letter of appointment. Faculty is responsible for keeping record of theses activities adding to Curriculum Vitae as well as submitting to HR.
- 7. Maintains compliance as requested by College Administration [FERPA, Title IX, Non-Discrimination, etc.]
- 8. Adheres to deadlines, policies and procedures set forth in the Faculty Handbook, Faculty Bylaws, Master Calendar, College Assessment Plan, and College Organizational Policies.
- 9. Performs other duties as assigned.

<u>Position Title:</u>	NURSE FACULTY MENTOR
<u>REPORTS TO:</u>	Dean of Nursing
<u>SUPERVISED BY:</u>	Dean of Nursing
<u>POSITIONS SUPERVISED:</u>	None

I. POSITION SUMMARY/BASIC FUNCTION:

The Nurse Faculty Mentor provides necessary assistance to newly hired teachers and experienced teachers who are having challenges in the performance of their faculty responsibilities and/or classroom duties.

II. SPECIFIC REQUIREMENTS FOR THE POSITION:

1. Master's Degree from an accredited educational institution.
2. Active Registered Nursing license in good standing in the state of Illinois.
3. Current course/lab and/or clinical instructor and recommend having at least three years of classroom/clinical/lab teaching experience.
4. Other:
 - Demonstrated teaching and leadership skills, written and oral communication skills, and extensive knowledge of teaching techniques, curriculum, and staff development.
 - Ability to collect and analyze data from various sources, evaluate, and make recommendations. Ability to work cooperatively and collaboratively with other faculty, staff, and students, demonstrate self-discipline and initiative in the classroom and as a faculty member. Demonstrate planning and organization.
 - Can provide an appropriate educational environment and experiences based on the developmental needs of students, behavioral management techniques, and current knowledge of educational trends, methods, research, and technology.
 - Demonstrated ability to deliver appropriate instructional strategies in the classroom; analyze student performance data; skill in item analysis and knowledge of varied learning styles.
 - Be well versed in the Faculty bylaws and current student and faculty handbooks.

III. POPULATION SERVED BY THIS POSITION: Mentees, students, and the general public of the College.

IV. ESSENTIAL FUNCTIONS OF THE POSITION:

At the beginning of the semester, the mentor, mentee, and Dean of Nursing will meet to design a plan of action with goals and objectives outlined to promote success.

1. Develop guides and supporting teaching materials necessary for the program.
2. Promote appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background.
3. Plan and implement professional development opportunities that address current research and future instructional needs as necessary.
4. Demonstrate a variety of effective teaching techniques.
5. Maintain an awareness of current research and curricular trends.
6. Participate in cooperative long-range planning with other personnel to use resources effectively.
7. Facilitate effective communication and articulation among faculty, staff, clinical agencies, and students.
8. Travel between schools, if necessary, to facilitate collegiality between mentor and mentee.
9. Mentor colleagues through conferences, meetings, and providing personal assistance.
10. Assist staff and the Dean of Nursing at new teacher orientation days.
11. Provide constructive feedback on the work of the new member of the faculty.
12. Use appropriate techniques and strategies that promote and enhance students' critical, creative, and evaluative thinking capabilities.
13. Fulfill the terms of any affected written contract and adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Illinois.

14. Model lifelong learning and continuous improvement by maintaining high-quality personal and professional development.
 15. Generate needs summary reports while the mentee and mentor meet, developing recommendations for actions to present to the Dean of Nursing.
 16. Must demonstrate highly effective classroom management skills.
 17. Provide outstanding customer service and use positive interpersonal communication skills.
 18. The mentee will complete the anonymous online survey about their mentoring experience.
 19. Other duties as assigned.
 20. Mentor will sit in to observe the mentee during classroom instruction.
-

POSITION TITLE: DIRECTOR OF ASSESSMENT
REPORTS TO: Dean of Nursing
SUPERVISED BY: Dean of Nursing
SUPERVISES: None

I. POSITION SUMMARY/BASIC FUNCTIONS:

The Director of Assessment oversees the composition and coordination of student learning outcomes assessment and assists in evaluating the College Assessment Plan. The Director of Assessment collects, analyzes, and reports on institutional data and assessment activities to plan and evaluate the nursing program. Responsibilities include facilitating the process by which student learning and attainment of program goals are evaluated and directing efforts that link assessment results to improve student learning and greater institutional effectiveness.

II. SPECIFIC REQUIREMENTS:

- A. Education:** Master's degree with evidence of progress toward a doctoral degree. A Registered Professional Nurse with a current Illinois license for those teaching nursing courses.
- B. Years and Type of Experience:** Graduate coursework to teach at the baccalaureate level. Experience in professional nursing programs at an accredited institution will be evaluated and considered. Knowledgeable about the goal of baccalaureate nursing education, the principles of teaching and learning, and current standards of practice.
- C. Skills:** An understanding of statistical analysis is required. Effective communication skills are required. Strong interpersonal communication skills and the ability to work effectively with various constituencies in a diverse community are required. Knowledge of college educational philosophy, college curricula, and the instructional program is required. The ability to plan and conduct effective meetings is required. Evidence of leadership ability is required. The ability to develop knowledge of, respect for, and skills to engage with those of other cultures or backgrounds is required.
- D. Licenses Required:** Illinois licensure for registered nurse, if teaching.

III. POPULATION SERVICED BY THIS POSITION: Administration, Faculty, Staff, Students, and College community.

IV. ESSENTIAL FUNCTIONS OF THE POSITION:

- A. Oversees the implementation and evaluation of the College Assessment Program.
- B. Ensures that accreditation requirements, including compliance with accrediting standards, are incorporated into the planning and evaluation of the nursing program.
- C. Stays abreast of state and national trends, student learning outcomes, and assessment issues.
- D. Participates in the completion of institutional evaluative surveys and reports. Includes writing of the CCNE self-study and HLC reports.
- E. Utilizes a variety of techniques for combining data from multiple sources.
- F. Provides support to faculty in the assessment and evaluation of classroom and clinical activities.
- G. Coordinates with faculty to ensure that all testing policies and practices of the College meet accepted standards and are consistently enforced.
- H. Provides support in institutional evaluative processes and analyses.
- I. Performs assigned faculty-related functions.
- J. Serves as a member of the Administrative Team Committee.
- K. Reports Assessment findings to the appropriate committees.
- L. Plans, organizes, and coordinates Assessment Days for faculty.
- M. Records, stores, manages and disseminates assessment data as appropriate.
- N. Assumes other duties and responsibilities as assigned by the Dean of Nursing and the College President.

APPENDIX B

VERB LIST FOR WRITING OPERATIONAL/BEHAVIORAL OBJECTIVES

Appendix B

VERB LIST FOR WRITING OPERATIONAL/BEHAVIORAL OBJECTIVES

<u>KNOWLEDGE</u>	<u>COMPREHENSIVE</u>	<u>APPLICATION</u>	<u>ANALYSIS</u>	<u>SYNTHESIS</u>	<u>EVALUATION</u>
Cite	Associate	Apply	Analyze	Arrange	Appraise
Count	Classify	Calculate	Appraise	Assemble	Assess
Define	Compare	Complete	Contract	Collect	Choose
Discover	Compute	Demonstrate	Criticize	Compose	Critique
Draw	Contrast	Dramatize	Debate	Construct	Determine
Identify	Describe	Employ	Detect	Create	Estimate
Indicate	Differentiate	Examine	Diagram	Design	Evaluate
List	Discuss	Illustrate	Differentiate	Detect	Grade
Name	Distinguish	Interpret	Distinguish	Formulate	Judge
Point	Estimate	Interpolate	Experiment	Generalize	Measure
Quote	Explain	Locate	Infer	Integrate	Rank
Read	Explore	Operate	Inspect	Manage	Rate
Recite	Express	Order	Inventory	Organize	Recommend
Recognize	Extrapolate	Predict	Question	Plan	Revise
Record	Interpret	Practice	Separate	Prepare	Score
Relate	Interpolate	Relate	Summarize	Prescribe	Select
Repeat	Locate	Report		Produce	Test
Select	Predict	Restate		Propose	
State	Report	Review		Specify	
Tabulate	Restate	Schedule		Synthesize	
Tell	Review	Sketch			
Trace	Translate	Solve			
Write		Translate			
		Use			
		Utilize			

Behavioral Terms that are NOT measurable and do NOT meet American Nurses Credentialing Center's criteria for approval.

Appreciate

Be aware

Be able to know

Be familiar with

Believe

Communicate

Enjoy

Grasp the significance of

Have an understanding of

Implement

Increase

Know how to

Learn how to

Motivate

Understand

APPENDIX C

**FACULTY PROCEDURES
EVALUATION
FORMS**

ANNUAL INDIVIDUAL FACULTY EVALUATION

Name: _____

A. Evaluation Summary

	Qualitative Evaluation	Numerical Equivalent		% of Total Duties	= Totals
1. Professional Practice	_____	_____	X	_____._____	= _____
2. Teaching	_____	_____	X	_____._____	= _____
3. Scholarship:	_____	_____	X	_____._____	= _____
4. Service	_____	_____	X	_____._____	= _____
Cumulative Totals		=		_____*	= _____**
Overall:	_____			*Must total 1.0	**Must not exceed 5.0

B. Justification [Narrative]

Professional Practice:

Teaching:

Scholarship:

Service:

Overall: _____

Approved and Submitted by: _____ Date: _____

Faculty Member's Signature: _____ Date: _____
(does not necessarily imply concurrence)

cc: Personnel File

USE OF THE FACULTY EVALUATION FORM

1. **Categories of Faculty Performance**

Four categories of performance are indicated on this form. Temporary full-time and part-time faculty will be required to meet or exceed in the categories of Teaching and Professional Practice.

Professional Practice is demonstrated by maintaining documenting current licensure and professional experiences [including training and attendance at conferences], as well as, the institutional and administrative requirements and other responsibilities that do not fit into the other categories.

2. **"Qualitative Evaluation"**

The "Qualitative Evaluation" in each applicable category of faculty performance must be indicated by using one of the following terms:

Excellent
Above Average
Average
Below Average
Unsatisfactory

3. **"Numerical Equivalent"**

The "Numerical Equivalent" for each qualitative term must be a whole or a half number from the following scale:

Excellent.....4.5 or 5
Above Average.....3.5, 4, or 4.5
Average.....2.5, 3, or 3.5
Below Average.....1.5, 2, or 2.5
Unsatisfactory.....0, 0.5, 1, or 1.5

4. **"Cumulative Total"**

This figure represents the simple total of the weighted numerical equivalents for each category of performance. The highest possible total, of course, is 5.0

5. **"Overall"**

One of the qualitative terms must be used here to represent the faculty member's overall performance for the year. If the cumulative total is a number for which either of two qualitative terms is appropriate, the evaluator must use that term which best describes the faculty member's overall performance.

6. **"Justification"**

Justify the qualitative evaluation in each category. Provide a brief but appropriate statement for each category. If additional space is required, attach a second page.

University of Alabama at Birmingham-School of Health Related Professions
<http://www.uab.edu/SHRPDEAN/Faculty%20Resources/Faculty%20Evaluation%20Form.pdf>

Formative Evaluation
Professional Practice Evaluation

The following documentation is up to date in the individual's personnel file:

- ___ FERPA (Family Educational Rights and Privacy Act) Form
- ___ Sexual Harassment Training Certificate
- ___ Copy of all required health records (See attached)
- ___ Copy of updated CPR certification
- ___ **Copy of official** transcripts for individuals receiving tuition reimbursement
- ___ Copy of current Nursing License and advanced license if applicable
- ___ Copy of Valid Driver's License
- ___ Copy of Auto Insurance Card or Auto Declaration Sheet
- ___ Documentation of attendance at professional development/training
- ___ Documentation of Mentoring
- ___ Updated CV/resume
 - Courses taught
 - Faculty committee membership and role
 - Professional organizations membership
 - Professional organizations leadership role
 - Professional organization committee activities
 - Professional development/training
 - Higher education courses taken
 - Work experience
 - Voluntary service
 - Health-related community activities
 - Publications
 - Presentations
 - Grant writing
 - Mentoring

Excellent:	Documentation indicates all items are up to date-Fall and Spring no semester request given
Above Average	Documentation indicates all items are up to date in the Spring semester, request given Fall semester
Average	Documentation indicates all items are up to date-Requests given Fall and Spring semester
Below Average	Some of the training and documents are past due-Fall and Spring requests given Fall and Spring for updates
Unsatisfactory	Documents are past due-more than one request for updates have been given

Appendix D

Promotional Rubrics: Teaching, Service, and Scholarship

Teaching Criteria Rubric

Criteria:

The candidate must meet the majority of criteria within a column in order to qualify for the requested category of evaluation.

Average = 1 point	Above Average = 2 points	Excellent = 3 points
<ol style="list-style-type: none"> 1. Acts in accordance with professional norms. 2. Employs teaching methods and structures expectations and assignments in a way that is consistent with the complexity and rigor of similar courses at comparable institutions. 3. Displays interest in the subject and the students. 4. Is consistently prepared and organized for classes and other student meetings. 5. Displays growth in style of teaching as necessary. 6. Displays effective use of current methodologies and tools. 7. Employs assessment techniques that are appropriate to the instruction and provides timely and constructive feedback. 8. Creates a classroom environment that fosters meaningful and sustainable learning. 9. Participates in academic and/or career advising of students 10. Satisfactory performance per evaluation (by students, peers or administrators). 	<ol style="list-style-type: none"> 1. Acts in accordance with professional norms. 2. Employs teaching methods and structures expectations and assignments with sufficient complexity and rigor to foster students' intellectual development. 3. Displays and communicates interest for the subject and in interactions with students. 4. Is always prepared and organized for classes and other student meetings. 5. Displays innovation and adaptability in a variety of teaching situations, if and as needed. 6. Displays use of multiple assessment strategies. 7. Employs assessment techniques that are appropriate to the instruction and provides timely and constructive feedback. 8. Designs course content and creates a classroom environment so as to foster growth and development appropriate for the discipline. 9. Participates in academic and/or career advising of students 	<ol style="list-style-type: none"> 1. Acts in accordance with professional norms. 2. Consistently employs teaching methods and structures expectations and assignments with sufficient complexity and rigor to foster students' intellectual development. 3. Displays and communicates interest and enthusiasm for the subject and in interactions with students. 4. Is always highly prepared and organized for classes and other student meetings. 5. Displays excellence and adaptability in a variety of teaching situations, if and as needed. 6. Uses creative and challenging assessment strategies. 7. Employs assessment techniques that are appropriate to the instruction and provides timely and constructive feedback. 8. Creates a high level of interest and motivates students to further investigate the content consistently and obviously stimulates attitudes of

	10. Above Average evaluation (by students, peers or administrators).	intellectual curiosity and disciplined inquiry. 9. Participates in academic and/or career advising of students 10. Excellent evaluation (by students, peers or administrators).
<u>Total points awarded:</u>		
Minimum requirement for Assistant Professor: 5 points total		
Minimum requirement for Associate Professor: 10 points total		
Minimum requirement for Professor: 15 points total		

One promotion rank will be considered at a time, beginning with Assistant Professor, unless faculty is transferring from another institution and rank is already established.

*The promotion shall be based upon criteria related to the faculty's responsibilities and activities in teaching, scholarship/practice, and service. To meet promotion criteria, a faculty member must have demonstrated excellence in at least one of the three areas and competence in the other two. In all areas of activity, the faculty must exhibit a strong sense of the five values of Lakeview: adaptability, excellence, integrity, caring and service.

Scholarship Criteria Rubric

Criteria: In general, these categories are indicated by at least one completed work or product of some type. The product could include a publication, a grant award or application, a conference presentation, an alternative form of scholarship that is designed for campus improvement, or a project submitted for peer review. Significant progress on a long-term project, even without a finished product, may deserve at least an evaluation of “favorable.” It is incumbent upon the faculty member to describe his or her participation in each scholarship endeavor and to show that the progress has indeed been significant.

Examples of Performance are listed below. However, the Criteria as stated in the guide to meeting Performance Expectations in each category.

The following are EXAMPLES of:

Average	Above Average	Excellent
<ol style="list-style-type: none"> 1. The peer-reviewed paper, poster or abstract presented at a regional meeting of an academic or professional organization, selected from a regional applicant pool 2. Peer-reviewed paper, poster or abstract presentation at local or state meetings of an academic or professional organization 3. Peer-reviewed co-presentation with students or other faculty at local or state meetings 4. Published book or video review 5. Published on-line reference article 6. State or regional grant application that is not funded 7. Graded assignments from doctoral preparation course that demonstrate the generation of ideas and concepts that will 	<ol style="list-style-type: none"> 1. Successfully funded external grant that is selected from a state or regional applicant pool 2. Published supplemental instructional material, such as instructor’s manual or software 3. Peer-reviewed publication in conference proceedings (not an abstract) 4. Peer-reviewed, public product, contributing to discipline as negotiable by the dean 5. Peer-reviewed published discipline-related creative work (item writing) 6. The peer-reviewed paper, poster or abstract presented at a national or international meeting of an academic or professional organization, selected from a national applicant pool 	<ol style="list-style-type: none"> 1. Publication of the results of research, scholarship, and creative endeavor in a national peer-reviewed journal in discipline or in multi- disciplinary journal 2. Book in the discipline (single author or co-author) 3. Chapter in a scholarly book 4. Published supplemental teaching material which is nationally disseminated by an established entity 5. Edited book or textbook (any edition) 6. Successfully funded external grant that is selected from a national or international applicant pool 7. Peer-reviewed, major, published software application

improve the profession of nursing or improvement of student outcomes 8. Progress on doctoral studies 9. Oral presentations within our academic institution. 10. Prepared informational and instructional materials for a course. 11. Participating or consulting in activities that involve professional expertise for local professional associations.	7. Community-engaged scholarship that results in detailed consultative reports or policy statements 8. Unsuccessful external grant to a national or international granting agency 9. Two peer-reviewed products 10. Oral presentations or invited lectures at other academic institutions or regional meetings and seminars. 11. Mentored a preceptee in preparing informational and instructional materials for a course. 12. Participating or consulting in activities that involve professional expertise for regional professional associations.	8. Peer-reviewed patent on an invention only if related to discipline 9. Educational effectiveness studies such as those found in comprehensive program reports or accreditation studies 10. Two peer-reviewed products 11. Oral presentations at national and international meetings and seminars. 12. Developing new course for an academic institution. 13. Participating or consulting in activities that involve professional expertise for national or international professional associations.
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Total Points awarded:

Minimum requirement for Assistant Professor: minimum of 2 points in the Average column

Minimum requirement for Associate Professor: minimum of 2 points in Average column PLUS a minimum of 2 points in Above Average column

Minimum requirement for Professor: minimum of 2 points in Average column, minimum of 2 points in Above Average column PLUS a minimum of 1 point in the Excellent column

One promotion rank will be considered at a time, beginning with Assistant Professor, unless faculty is transferring from another institution and rank is already established.

*The promotion shall be based upon criteria related to the faculty's responsibilities and activities in teaching, scholarship/practice, and service. To meet promotion criteria, a faculty member must have demonstrated excellence in at least one of the three areas and competence in the other two. In all areas of activity, the faculty must exhibit a strong sense of the five values of Lakeview: adaptability, excellence, integrity, caring and service.

Service Criteria Rubric

Criteria: In appraising a faculty member's service performance, criteria that are considered include quality of the service, level of service impact, quantity (amount) of service, faculty rank, and visibility.

- (1) Quality of service – an assessment of the actual service contributions made to Lakeview, profession, and community. This can be documented through a letter from the committee chair, a community organization, or a professional reference evaluating and documenting the individual's service involvement.
- (2) Level of service impact – evaluates the extent the service impacts the intended recipients, whether at the university level, within the profession or in the community at large.
- (3) Quantity (amount) of service – the breadth and depth of the individual's time commitment to service activities
- (4) Faculty rank – an assessment of the appropriateness of the service commitment and load with respect to the individual's career location
- (5) Visibility - The visibility of a specific service activity may also be taken into account in performance evaluation, as it can enhance the reputation of the program, the profession, and the reputation of Lakeview College of Nursing.

Average = 1 point	Above Average = 2 points	Excellent = 3 points
<ul style="list-style-type: none"> 1. Service commitment is primarily at the faculty committee level, minimal service to college, community or professional organizations. 2. At least 50% of advisees indicate on the Advising Survey that the Advisor engages them as mentors to influence academic and professional growth. 	<ul style="list-style-type: none"> 1. Service commitment is primarily visible in Lakeview, community or regional level, significant service to college, community or professional organizations. The extent of the service has an impact level on the organization served. 2. At least 50- 75% of advisees indicate on the Advising Survey that the Advisor engages them as mentors to influence academic and professional growth. 	<ul style="list-style-type: none"> 1. Service commitment is highly visible in Lakeview, community, region, nation or world. The extent of the service has a high impact level on the organization served. 2. At least 75% of advisees indicate on the Advising surveys that the Advisor's serves the students, college, and profession through mentoring and influencing advisee's academic and professional growth.

EXAMPLES of other Service for consideration:

- 1) Serve as an officer, board member, or member of the major committee of a professional society or organization
- 2) Service on refereed journal editorial board or as a manuscript reviewer
- 3) Service as grant reviewer to an international or national foundation or government agency
- 4) Serve as a representative of Lakeview at meetings and group functions outside Lakeview.
- 5) Teaching professional continuing education courses based on community needs or requests
- 6) Community service activities that provide public or professional awareness of Lakeview College of Nursing, such as:
 - a. involvement in favorable media exposure
 - b. involvement in two or more speaking engagements
 - c. consultation with school or community organizations
 - d. development or assistance in the development of a plan or program related to discipline
- 7) Participation in Lakeview College of Nursing committees and at least one subcommittee
- 8) Attendance at 100% of all scheduled faculty meetings unless formally excused.
- 9) Participation in College/community service activities, such as:
 - a. Recruitment efforts
 - b. Commencement Activities
 - c. Alumni Activities

Total Points awarded:

Minimum requirement for Assistant Professor: 1 point total

Minimum requirement for Associate Professor: 2 points total

Minimum requirement for Professor: 3 points total

One promotion rank will be considered at a time, beginning with Assistant Professor, unless faculty is transferring from another institution and rank is already established.

*The promotion shall be based upon criteria related to the faculty's responsibilities and activities in teaching, scholarship/practice, and service. To meet promotion criteria, a faculty member must have demonstrated excellence in at least one of the three areas and competence in the other two. In all areas of activity, the faculty must exhibit a strong sense of the five values of Lakeview: adaptability, excellence, integrity, caring and service.

Appendix E

Standards of Behavior

Lakeview College of Nursing: Standards of Behavior

With guidance from our mission and values of adaptability, caring, excellence, service, and integrity serve as our standards for behavior. These standards provide the foundation for a culture of caring and excellence and help define each individual's expectations within Lakeview Community.

To do this, I will:

COMMUNICATE

1. Ownership, accountability & responsible for own communication
 - Face to Face
 - Listen Actively
2. Be willing to hear constructive criticism/feedback and change my behavior.
3. I will try not to jump to conclusions or make assumptions
4. Be willing to give constructive criticism and feedback
5. Sincere in my communication
6. Keep communication confidential
7. Convey professionalism in all communication
 - I will avoid slang and street talk
 - I will try not to interrupt
 - I will monitor my own nonverbal & tone of voice
8. Consider all levels when communicating a change (i.e.: schedules, on-campus office hours, student conflicts) a message, administration, faculty, staff, and students as appropriate.
9. Keep lines of communication open between campuses
10. Respectful of other departments

Telephone and e-mail Etiquette:

1. Appropriate use of the e-mail
 - Write e-mails and answer the telephone with a friendly tone
 - Do not use "caps" in the e-mail as it is perceived that you are angry or shouting.
2. Proper phone etiquette
 - Answer all calls if possible by the third ring, identifying Lakeview College of Nursing, your name, followed by: "How may I help you."
 - Ensure transferred calls are answered prior to connecting the call-if you know the person is in their office.
3. Timely responses-24 hours during the work week

Confidentiality - Share information on a need-to-know basis; always keep verbal and written information confidential, and do not send confidential information via e-mail or fax.

1. Make reasonable efforts to maintain privacy with students, other faculty, and staff by keeping my voice down, closing doors, and never discussing student information with others without the student's permission.

RESPECT

1. Demonstrate a willingness to adapt and openness to change
2. Address concerns with individuals and follows up through the chain of command; do not immediately go to the top.
3. Avoid jumping to conclusions and judging
4. Private conversations stay private.
5. Punctual to meetings, classes, etc.
6. Courteous, professional, and direct
7. Adhere to schedules
8. Respectful of student efforts and concerns
9. No whining-acknowledge and move on.
10. Respect others' priorities.
11. Demonstrate respect/consideration for all individuals and job responsibilities.
12. Team Player-be tolerant and respectful of others' projects, tests, demands, and schedules.
13. Positive attitude

14. Meet one's obligations
15. Respond to feedback, communication, and surveys
16. Celebrate everyone's talents
17. Helpful
18. Accountable
19. Dependable
20. Appropriate conduct in meetings (body language, tone).
21. Attendance at required meetings, active participation
22. Constructive, collaborative problem-solving
23. Promote rewards for positive contributions

PROFESSIONALISM

1. Supportive and helpful to others
2. "Can Do" attitude, constructive problem-solving
3. Mentor roles, responsibilities, behaviors
4. Non-judgmental
5. Acknowledge the experience and abilities of others
6. Golden Rule
7. Maintain standards, rules, and policies
8. Teamwork, work positively with others (F-S-A)
9. Punctuality
10. Attendance at and active participation in meetings, committees, etc.
11. Appropriate language
12. Professional interactions with students, peers, etc.
13. Knock before entering
14. Follow ground rules
15. Follow through on commitments
16. Control emotions and behaviors
17. Meet deadlines
18. Personal accountability and ownership for behaviors
19. Provide constructive feedback
20. Follow proper channels for communication-issues
21. Monitor your tone of voice and non-verbals
22. Demonstrate a positive attitude
23. Respect others' roles, responsibilities, input, and ideas; be respectful of other departments
24. Treat everyone as if they are the most important person
25. Agree to disagree respectfully
26. Seek input from others
27. Participate in college-wide planning and respond to requests for input when the opportunity arises
28. Be receptive when approached
29. Maintain own knowledge, competency

STUDENT SERVICE

1. Treat students in a manner that is professional and respectful.
2. Report and respond to student issues appropriately and promptly.
3. Make arrangements to meet the testing needs of students with documented disabilities.

HIGH- QUALITY STANDARDS

1. Publicly speak well of Lakeview College of Nursing, its students, faculty, staff, and administration.
2. Always strive to exceed the expectations of those whom you serve.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOR

Consequences of Violations

- Employee reports inappropriate behaviors
- Supervisor and/or Employee discuss with the individual(s) promptly
- Administrative Disciplinary Actions for Violations (Severity of violation will determine which action is applied)
- Performance plan (provide clear expectations and outline consequence if not met) Verbal warning (documented in the file), Written warning (documented in the file) including expectations for change and time frame for changes to occur
- Consideration of counseling referral and/or stress/time/anger management/conflict confrontation education
- Consideration of reassignment and/or reduction of duties
- Consideration of a one-semester appointment (full-time faculty) and/or consideration of limited or no increase in pay
- Termination

Name: _____ date _____

Instructions: Standards of Healthy Relationship Behaviors Behaviorally Anchored Rating Scales (BARS).

“ON TRACK”

Read the descriptions of behaviors at the 3, 4, and 5 levels and identify which level best describes the overall performance and typical healthy relationship behaviors.

Note: The BARS build on each other. If you consider an employee's performance to be a “4,” you can assume that they are also performing level “3” behaviors fairly consistently. Similarly, if a Leader is a “5,” assume that they are also performing the behaviors at levels “4” and “3” fairly consistently.

“OFF TRACK”

Read the descriptions of behaviors at the 1 and 2 levels and identify which level best describes the overall performance and typical behaviors.

Note: It is possible for an individual to be rated low, even if they demonstrate many " fully effective behaviors." If they demonstrate a few critical behaviors that are unacceptable for faculty, staff, or administration, then a low rating may be warranted

Rating Scale

Performance Level Category	Rating Scale	Description of Rating Level
Role Model	5	Outstanding performance that results in extraordinary and exceptional accomplishments with significant contributions to the mission, goals, and objectives of Lakeview
Exceeds Expectations	4	Consistently generates results above those expected of the position. Contributes in an exceptional manner to innovations in both leadership and competencies
Fully Effective	3	Good performance, fulfilling all position requirements and may on occasion generate results from those expected of the position.
Partially meets expectations	2	The performance leaves room for improvement. Performance level either declines or does not show significant improvements during the rating period.
Does not meet expectations	1	Lowest performance level, clearly less than acceptable and well below minimum standards. The situation requires immediate review and action. Possible separation or reassignment unless significant and immediate performance

RESPECT

Definition: Affirms each person's individuality through fairness, dignity, and caring. Is willing to adapt and open to change.

		Dimension 1: Professionalism
5	5	Relates well with people at all levels in Lakeview (administration, faculty, staff, and students). Acknowledges others with eye contact and a smile. Mentors others to help them grow in their roles, responsibilities, and behaviors. Always strives to exceed the expectations of those who you serve.
4	4	Demonstrates a professional communication style and encourages others to use more respectful communication methods when needed. Consistently promotes a positive image of Lakeview College of Nursing through his/her appearance, words and actions, even when under stress. "Can do" attitude, constructive problem-solving. Provides constructive feedback. Addresses concerns with individuals and follows the chain of command.
3	3	Is courteous. Speaks and acts with respect toward others, using appropriate verbal and nonverbal communication, actions, tone and language. Is non-judgmental and acknowledges the experience and abilities of others. Displays to others an overall positive attitude and outlook. Promotes a positive image of Lakeview College of Nursing through his/her appearance, words, and actions. Introduces him/herself to students/visitors/guests and acknowledges others with eye contact and a smile. Attends, actively participates, and follows the ground rules in meetings, committees, etc. Adheres to schedules and meets deadlines. Is punctual in attending meetings, mandatory meetings, in-services, and classroom activities. Agrees to disagree respectfully. Maintains standards, rules, and policies.
2	2	Demonstrates inconsistency in his/her approach when communicating: can at times be abrupt and disrespectful toward others. Displays to others an inconsistent disposition toward students, other faculty, and staff.
1	1	Uses abusive, aggressive, disrespectful, or passive-aggressive verbal and non-verbal communication methods. Occasionally dresses unprofessionally or looks unkempt. Consistently takes a negative perspective on situations and his/her attitude may negatively affect others' attitudes. Generally, promotes of poor image for Lakeview. Does not support or encourage peers.
		Dimension 2: Teamwork
5	5	Is sought out by others to share his/her expertise and work collaboratively on solving problems. Puts team accomplishments ahead of personal achievement. Actively seeks out different points of view and is a role model for respecting the culture and diversity of customers and coworkers. Speaks up to address disrespectful behaviors of others.
4	4	Can be counted on to step up and take on tasks that others on the team prefer to avoid. Anticipates assignments and takes action instead of waiting to be told. Volunteers to work on teams. Proactively builds effective working relationships with peers and volunteers to assist others without being asked. Appreciates and encourages others, regardless of culture, background, or role at Lakeview to share their points of view. Demonstrates respect/consideration for all individuals and job responsibilities.
3	3	Regularly keeps commitments to others in an effort to build trust and collaboration. Provides support, guidance, encouragement, and gratitude to fellow coworkers and is welcomed as a productive team member. Works effectively with customers and coworkers from different cultures and backgrounds. Respects other's priorities. Participates in college-wide planning and responds to requests for input when opportunities arises.
2	2	Demonstrates a preference to work on his/her own rather than collaborate with others. Extends little effort to support or encourage coworkers. May demonstrate some discomfort in working with others from different cultures or backgrounds.
1	1	Actively avoids team assignments. Avoids working with or seeking out people of cultures or backgrounds different from his/her own.

COMMUNICATION

		Dimension 1: Listening
5	5	Is recognized and tapped by others as a good listener and “sounding board” resource. Proactively provides students, faculty, and staff with resources for additional information or services. Shows utmost respect in all communications and remains composed even in stressful situations.
4	4	Consistently makes time to listen to others. Leads with questions rather than statements. Seeks first to understand and encourages others to voice different viewpoints. Follows up with students/coworkers to ensure that they have up-to-date information. Willing to give constructive criticism and feedback. Considers all levels/departments that will be affected when communicating a change (i.e.: schedules, office hours, and student conflicts). Keep lines of communication open between campuses. Communicate respectfully with all departments within Lakeview.
3	3	Listens to learn from others. Suspends judgment when listening until he/she has a clear understanding of the issue or the other person’s perspective. Listens actively during face to face and telephone conversations. Is willing to hear constructive criticism/feedback.
2	2	Makes little effort to listen carefully to others’ points of view. Occasionally forms impressions and communicates opinions before the speaker finishes. Occasionally modifies his/her language or style to adapt to others’ communication needs. Uses language easily understood by others. Inconsistently uses appropriate and effective communication media (e.g., phone, e-mail or face-to-face conversation.)
1	1	Demonstrates poor listening skills. May frequently interrupt, be easily distracted in conversation with others, form impressions and opinions too quickly, or make decisions before hearing all the facts and perspectives.
		Dimension 2: Verbal and Non-Verbal Communication
5	5	Effectively encourages frank input and discussion, even in challenging circumstances. Adapts his/her communication approach to influence individuals, groups, and teams.
4	4	Tailors language and messages to adapt to others communication needs and styles even under difficult conditions. Explains and demonstrates the use of different communication media (e.g., phone, e-mail, or face-to-face conversation) so others understand the impact of good media choices on effective communication. Willing to give constructive criticism and feedback. Communicate respectfully with all departments within Lakeview.
3	3	Presents own views objectively, non-defensive way and listens to learn from others. Takes ownership and is accountable and responsible for own communication. Listens actively during face to face and telephone conversations. Convey professionalism in all communication, avoids slang/street talk, doesn’t interrupt, and monitors own non-verbal and tone of voice. Uses proper phone etiquette. Return phone calls and e-mails within 24 hours during the work week. Is willing to hear constructive criticism/feedback. Keeps communication confidential.
2	2	At times, demonstrates inconsistent behavior, causing others to be guarded in their approach. Occasionally forms impressions and communicates opinions before the speaker finishes. Occasionally modifies his/her language or style to adapt to others’ communication needs. Uses language easily understood by others. Inconsistently uses appropriate and effective communication media (e.g., phone, e-mail or face-to-face conversation.)
1	1	Assumes that others will communicate pertinent information to students/coworkers. Expects others to adapt to his/her language or communication style. Hides behind e-mails or uses emotionally charged e-mails to communicate with others
		Dimension 3: Communication within and outside Lakeview of Nursing
5	5	Ensures that relevant faculty and staff are informed of student/coworker expectations so that they can assist in follow-up and communication. Adapts his/her communication approach to influence individuals, groups, and teams.
4	4	Follows up with students/coworkers to ensure that they have up-to-date information. Considers all levels/departments that will be affected when communicating a change (i.e.: schedules, office hours, and student conflicts). Keep lines of communication open between campuses.
3	3	Publicly speaks well of Lakeview College of Nursing its students, faculty, staff, and administration. Communicates respectfully with all departments within Lakeview.

2	2	Inconsistently uses appropriate and effective communication media (e.g., phone, e-mail or face-to-face conversation.). Communicates incomplete information to students/coworkers regarding what to expect.
1	1	Assumes that others will communicate pertinent information to students/coworkers. Hides behind e-mails or uses emotionally charged e-mails to communicate with others

INTEGRITY

Definition: The commitment, even in the face of adversity to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into actions.

		Dimension I: Confidentiality and Privacy
5	5	Ensures confidentiality of students and coworkers information and suggests or leads the implementation of methods to improve confidentiality safeguards.
4	4	Ensures confidentiality of students and coworkers information and promotes awareness of confidentiality among coworkers.
3	3	Makes reasonable efforts to maintain privacy with students, other faculty, and staff by keeping voice down, closing doors, and that information is available to only those who have a reason to know.
2	2	Is inconsistent in ensuring confidentiality. May make inappropriate references about private information to others.
1	1	Fails to ensure confidentiality either verbally or through improper use the systems available to maintain a student's or coworkers information.
		Dimension II: Responsibility
5	5	Serves as a moral compass for others. Creates an environment where others are comfortable asking questions or bringing forward issues related to the policies, procedures and values of Lakeview. Can be counted on to push for doing what is right, no matter how difficult the situation or unpopular the point of view. Consistently reports variances and corrects them. Educates others to the policies, procedures, and values of Lakeview and looks for ways to improve Lakeview.
4	4	Demonstrates steadfast reliability, dependability, and adherence to the policies, procedures, and values of Lakeview. Consistently reports variances and makes suggestions to correct them. When change occurs, follows through to ensure others apply the change. Makes arrangements to meet the testing needs of students with documented disabilities.
3	3	Follows Lakeview's policies, procedures, and values in regards to faculty, staff, and students. Is consistent in word and deed. Speaks and acts with honesty, and shows courage by speaking up when he/she sees lapses in others' behavior that could negatively affect Lakeview.
2	2	Personally follows the policies, procedures, and values of Lakeview, but may tolerate when others fail to do so. Infrequently takes responsibility for his/her own mistakes. Lacks congruity, as his/her words and actions are not always consistent with each other.
1	1	Fails to follows Lakeview's policies, procedures, and values. Does not always do the right thing, and blames others for his/her mistakes. Is dishonest or lacks congruity, as his/her words and actions are inconsistent with each other.

COMMENTS:

Goals for improving relationships:

Appendix F

Academic Improvement Plan Instructions

Academic Improvement Plan

Purpose of the Remediation and Academic Improvement Plan Procedure:

Lakeview College of Nursing actively promotes and supports students' academic achievement through remediation. Students are required to demonstrate ongoing remediation efforts to improve academic success. The course coordinator or instructor will suggest content remediation in the Academic Improvement Plan (AIP) for students failing to meet academic standards.

The student is responsible for implementing the AIP and the course expectations as directed in the course syllabus.

For Insufficient Academic Progress:

1. The student will be notified by the course instructor when the student fails to meet the academic standard in the course by the online AIP via email.
2. A copy of the AIP will be emailed to the academic advisor and the record office. As needed, a copy will be sent to the Skills Lab Coordinator and the tutor.
3. The instructor will write the suggested remediation plan for the student within the AIP. This may include all or any of the following recommendations or assignments:
 - a. Review corresponding content in any of the course's resources and develop a study plan.
 - b. Take/repeat ATI-focused review tests, online learning assignments, or other learning activities that correlate with the syllabus content.
 - c. If AIP relates to skill performance, the student will make an appointment with the Skills Lab Coordinator to practice and demonstrate mastery.
 - d. Make an appointment with the course instructor/coordinator, advisor, or tutor.

For Insufficient/Unsatisfactory Clinical Performance Remediation Plan:

1. The student will be notified by the course coordinator or clinical instructor when the student fails to meet the clinical performance standards in the course by the online AIP via email.
2. In addition, a copy of the AIP will be emailed to the academic advisor and the record's office. As needed, a copy will be sent to the Skills Lab Coordinator and the tutor.
3. The student will meet with the course coordinator or clinical instructor to identify areas of weakness and the expected level of performance.
4. The suggested remediation plan will be written out and discussed by the coordinator or clinical instructor for the student. This may include all or any of the following recommendations or assignments:
 - a. Review corresponding content in any of the course's resources and develop a study plan.
 - b. Take/repeat additional ATI-focused review tests, online learning assignments, or other learning activities that correlate with the syllabus content.
 - c. If AIP relates to skill performance, the student will make an appointment with the Skills Lab Coordinator to practice and demonstrate mastery.
 - d. Make an appointment with the course instructor/coordinator and advisor.

Unsafe Practice/Unprofessional Behavior Remediation Plan:

Unsafe practice and unprofessional clinical behavior may include abandonment, neglect, or actions outside the student nurses' scope of practice. Unprofessional clinical behavior may include violating any clinical policies, LCN policies, and/or professional codes of conduct.

1. The course coordinator or clinical instructor will notify the student of the failure to meet the safe practice and/or professional behavior standards by the online AIP via email.
2. A copy of the AIP will be emailed to the academic advisor and the Record office. A copy will be sent to the Skills Lab Coordinator as needed.
3. The student will meet with the course coordinator and/or clinical instructor to identify the unacceptable behavior(s) and develop an individual remediation plan.
4. The suggested remediation plan will be written out and discussed by the student's coordinator and/or clinical instructor. This may include all or any of the following recommendations or assignments:
 - a. Review corresponding content in any of the course's resources and develop a study plan.
 - b. Take/repeat additional ATI-focused review tests, online learning assignments, and/or other learning activities that correlate with the syllabus content.
 - c. If AIP relates to skill performance, the student will make an appointment with the Skills Lab Coordinator to practice and demonstrate mastery.
 - d. Make an appointment with the course instructor/coordinator, advisor, or tutor as needed.

How to Complete an AIP

1. Start at the Lakeview homepage.
2. Go to the bottom right of the page & click Employee Resources.
3. Click on the Academic Improvement Plan tab.
4. Fill out the student's name.
5. Fill out the student's email address (only first initial & last name).
6. Select the correct academic year.
7. Select the semester.
8. Select the course.
9. Write a description of the situation.
10. Select an accommodation status: Yes or No.
11. Submit your name as the instructor completing the AIP.
12. Enter the advisor of the student.
13. Enter the Course Coordinator.
14. Write the recommended remediation steps for the student.
15. If you wish the student to attend the skills lab as part of their remediation, select the Skills Lab section and the campus.
16. If you wish for the student to attend tutoring as part of their remediation, select Tutoring and the campus.
17. Click the Submit button.

How to Find a Student's Advisor

1. Click on SONIS and Locate the Faculty.
2. Click the button Login.
3. Enter the information of the faculty: User ID and the pin, and then click Login.
4. Move the cursor to the Grey area on the left of the screen.
5. The menu covers the option of Advising. Click this option.
6. Select option Advisee Listing.
7. List of Advisees appears.
8. Click Select Advisee. Select the student's Last Name, followed by the First Name.
9. Click View Records.
10. View Student Information. Note the Advisor's Name.

Appendix G

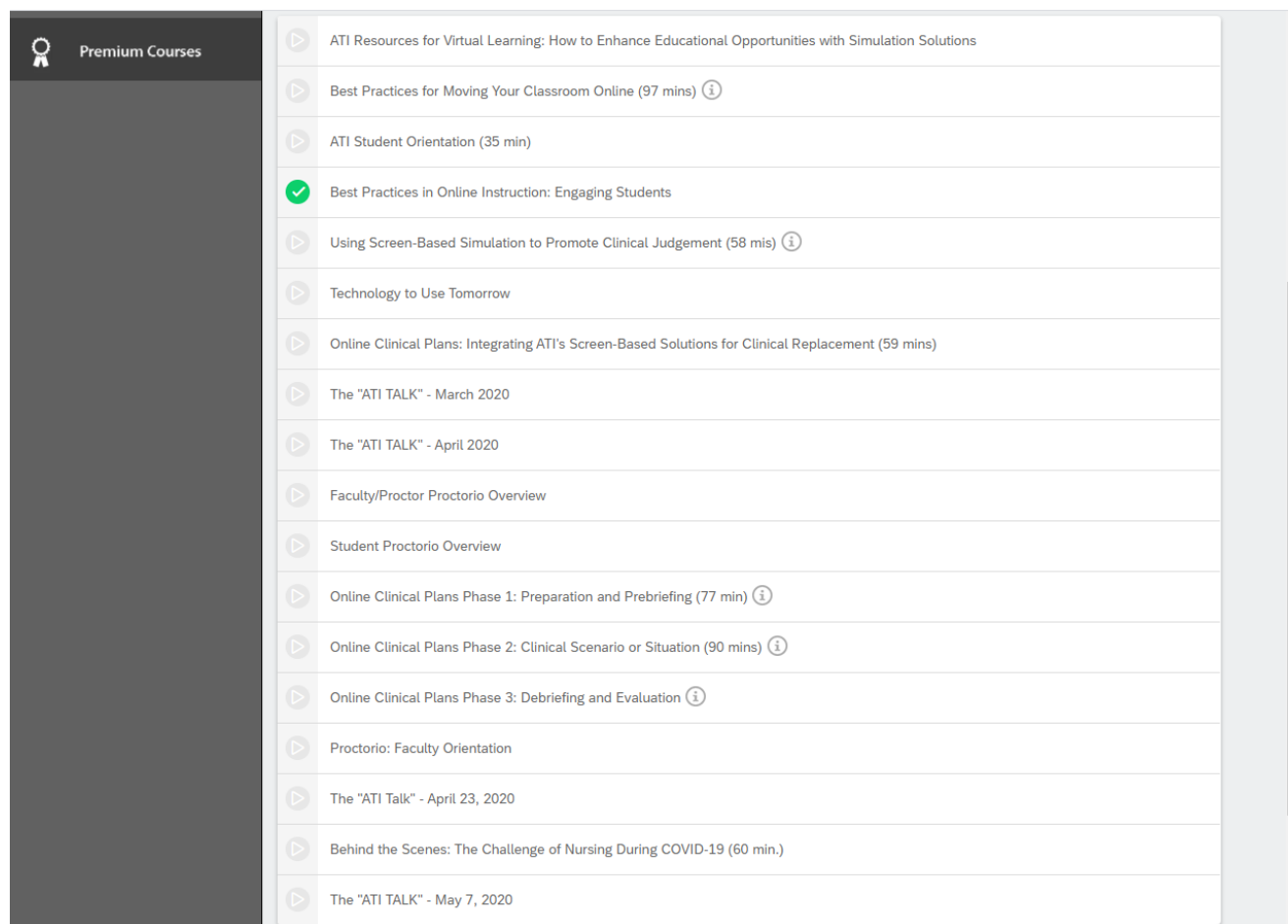
Online Teaching Education Requirements

Online Teaching Education Requirements

To be eligible to teach an online course:

Classroom faculty should complete:

- (1) ATI Moving Online: Response to COVID 19 Course (7 ½ hours – see screenshot below with the required modules) **OR**
- (2) Completion of or enrollment in a university online teaching certification course.



Clinical/Laboratory faculty: Nurse Tim Webinars (Online Learning for Lab, Simulation, and Clinical (1 hour); Live and Virtual Clinical Assessment and Assignments (1 hour); and Online Clinicals: The Lived Experience of Faculty and Students (1 hour).