

**2011-2012  
Nursing Faculty Handbook**

**Table of Contents**

<b>I.</b>	<b>Introduction</b>	<b>1</b>
	History of College	
	Mission Statements, Program Outcomes, Philosophy	2
	Curriculum BSN & Diploma Concepts	4
	Conceptual Framework	5
	Curriculum Plans	6
	College Organizational Chart	8
	College Committees	9
	Faculty Organization Bylaws	11
	Policies	18
<b>II</b>	<b>Faculty</b>	<b>18</b>
	Academic Rankings	19
	Curriculum Homes	
	Faculty Orientation	19
	Faculty Work Policies	21
	Faculty Evaluation Process	21
	Faculty Education/ Development	21
	Confidentiality	23
	Academic Freedom	23
	Copyright	24
<b>III</b>	<b>Students/Instructional Practices</b>	<b>25</b>
	General Instructional Practices	25
	Grading/Testing, Student Evaluation	25
	Syllabus/Text Books	25
	Clinical Simulation and Practicum Experiences	25
	Course and Faculty Evaluations	26
	Academic Advising	29
<b>IV</b>	<b>Appendices</b>	<b>31</b>
	A. Faculty Job Descriptions	
	B. Curriculum Coordinator and RN-BSN Manager Job Descriptions	38

## I. INTRODUCTION

This handbook is designed to assist faculty in the basic understanding in the general practices, policies and procedures of the Nursing Programs of the Bon Secours Memorial College. It was designed in keeping with the values of the congregation of the sisters of Bon Secours, the Bon Secours Health System, and the Bon Secours Memorial College of Nursing. This handbook does not supersede nor describes all policies and procedures established by the College or the Bon Secours Health System. Faculty are expected to be familiar with all policies and procedures located on the College website [www.bsmcon.edu](http://www.bsmcon.edu) and Bon Secours Health System via the intranet.

## HISTORY OF THE COLLEGE OF NURSING

The Bon Secours Memorial College of Nursing is sponsored and supported by Bon Secours Memorial Regional Medical Center. Richmond Memorial School of Nursing was started in 1961. In 1998, as Richmond Memorial Hospital joined the Bon Secours Health System, the school was renamed the Bon Secours Memorial School Nursing. In 2010, the school started doing business as the Bon Secours Memorial College of Nursing.

Bon Secours Memorial Regional Medical Center is part of the Bon Secours Virginia Health System, a Catholic not-for-profit community-based health care system whose mission is to provide “good help to those in need.” The Sisters of Bon Secours (Good Help), an international religious congregation devoted to the care of the poor and sick, was founded in Paris in 1824. In the United States, the congregation’s health care ministries, which are operated by the not-for-profit Bon Secours Health System Inc., include acute care hospitals and long-term care facilities, along with clinics, home health care services, and hospices.

The College offers two programs: a diploma and a bachelor’s degree in science in nursing including a RN to BSN track. The diploma program will be closed at the end of the academic year 2011-2012. The approach to education involves a progressive series of carefully selected learning experiences planned and guided by the faculty. The curriculum is revised to anticipate the ever-changing and demanding healthcare environment.

## MISSION STATEMENT

### BSN Nursing Program Mission Statement

The Bon Secours Memorial College of Nursing, a part of the Bon Secours Catholic healthcare ministry, is committed to: 1) developing the baccalaureate nurse generalist prepared to function at the entry level in acute, chronic, or community settings; 2) continuing education of the community’s existing registered nurses; and 3) generating and applying new knowledge through research, theory, and clinical practice.

### BSN Nursing Program Outcomes

At the end of the BSN program, the graduate will be able to:

- Engage in communication and collaboration with the interprofessional health care team.
- Practice empathetic caring within the framework of the Catholic health ministry.
- Integrate servant leadership into nursing practice to promote global health.
- Provide safe, quality care incorporating evidence based nursing practice.
- Demonstrate commitment to the nursing profession and lifelong learning.

### Diploma Program Outcomes

At the end of the program, the graduate will be able to:

- Integrate a systematic process of inquiry and reflection to analyze information for effective decision-making.

- Practice outcome and evidence-based nursing interventions that reflect caring behaviors and responsiveness to cultural differences.
- Exchange accurate and congruent information, ideas, and feelings so that individuals and groups can understand, perform activities, and/or change behaviors.
- Manage the delivery of healthcare to individuals, families, and groups.

## **PHILOSOPHY STATEMENT**

The faculty of Bon Secours College of Nursing believes the following tenets:

### **Nursing**

- Nurses collaborate and cultivate partnerships with others to provide leadership, collegiality, empowerment, consultation, and supervision in today's complex, diverse health care environment.
- Nurses are lifelong learners and researchers, adding to and applying new evidence to the practice of nursing globally.
- Nurses utilize evidenced-based practice to deliver individualized care that is sensitive to the client's cultural, spiritual, and diverse needs.
- Nurses provide holistic care to promote wellness, prevent disease, restore health, and to provide comfort.
- Nurses are accountable and are ethically, legally, and morally grounded.
- Nurses use creativity to adapt to ever-changing systems and client needs.
- Nursing is both an art and a science.

### **Nursing Education**

- Faculty respect student's individual learning needs, model the value of caring, and validate students as individuals with intelligence, worth and dignity.
- Learning is a collaborative process between educator and student.
- Learning includes adapting to professional social norms and continuous quality improvement of practice.
- Liberal education will serve as a foundation of knowledge, skills and attitudes for application in nursing practice.
- Liberal education enables the nurse to engage within the local community and globally.
- Nursing education will foster personal and professional growth, and form the foundation for graduate education.
- Nursing education promotes transformative, self-directed, experiential discovery.
- Nursing education enables students to provide safe, competent care from birth to entry into the spiritual realm of death.
- Nursing education encourages respect of authentic dialogue to improve healthcare outcomes.
- Nursing education empowers students to apply leadership principles to the nurse generalist practice.
- Nursing education provides the student with an understanding of healthcare policies that influence nursing practice.
- Nursing education is based on translation of scholarship into nursing practice that includes discovery, integration, and application of knowledge.
- Nursing education facilitates competency in computer information technology to respond to the dynamic health care environment.
- Nursing education fosters collaboration with the interprofessional healthcare team to improve health through evidenced-based clinical preventive practice.
- Nursing education cultivates quality improvement practices to maintain and improve patient safety.
- Nursing education promotes the application of clinical reasoning and clinical judgment to produce safe health outcomes.

- Students will have opportunities to grow in Christian life to enhance their understanding and capacity to care for themselves and others.
- Students will apply knowledge of nursing theory and research essential to contemporary nursing practice.
- Students focus on moral, value-based reflective thinking that form the foundation of scientific inquiry and evidence.

### **Caring**

- Caring is expressed through application of nursing knowledge in practice, critical thinking skills, interpersonal skills, assertiveness, curiosity, courage and humor.
- Caring is expressed through provision of safe outcomes of care for diverse populations.
- Nursing is philosophically rooted in holistic caring for the biophysical, spiritual, mental, and social person.
- Nursing facilitates healing across the lifespan by extending a caring human presence.
- Self-care and self-reverence are requisites to caring for others.

### **Health**

- Health is created through unity and harmony of mind, body, and soul.
- Health is a dynamic state of being on a wellness-illness continuum.
- Health requires ensuring that the basic right of all individuals, especially the poor and the dying, have equitable access to the health care system.
- Human beings are unique and complex, with physical, emotional, cognitive, sociocultural, and spiritual dimensions.
- The individual person develops from the interaction of environment, family, culture, and society.
- The individual experience is valued and is worthy of inherent dignity and respect.

### **Service**

- Bon Secours encourages students to develop and apply the values of respect, compassion, justice, integrity, quality, innovation, stewardship and growth while providing good help to those in need, in accord with Bon Secours' organizational mission.
- Nurses apply knowledge of healthcare policy to advocate for vulnerable populations to promote social justice and ameliorate health disparities.
- Our community responsibility encompasses the Bon Secours' mission of "good help to those in need," which requires our involvement as change agents.

## **DIPLOMA CURRICULAR CONCEPTS**

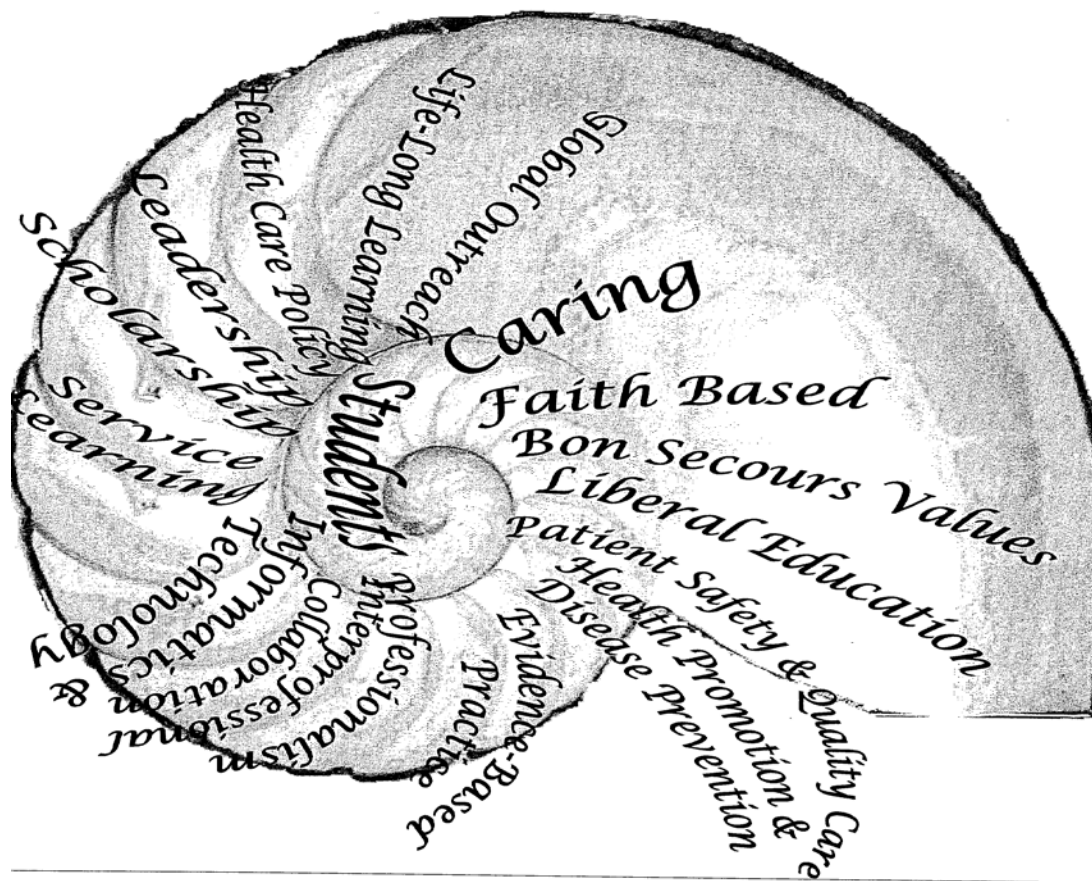
- Therapeutic nursing interventions
- Management
- Critical thinking
- Communication

## **BSN CURRICULAR CONCEPTS**

- Caring
- Faith –based
- Bon Secours values
- Liberal education
- Professionalism
- Life-long learning
- Patient Safety and quality care
- Health promotion and disease prevention
- Evidence-based practice

- Informatics and Technology
- Scholarship
- Interprofessional collaboration
- Service learning
- Leadership
- Health care policy
- Global outreach
- 

These concepts are represented as a nautilus in which the center is focused on the student.



<b>Pre-Licensure BSN Curriculum Plan</b>			
<b>Freshman Year, Semester 1</b>	<b>Credits</b>	<b>Freshman Year, Semester 2</b>	<b>Credits</b>
English Composition I or English Composition II*	3	English Composition II or Advanced Composition*	3
General Psychology*	3	Developmental Psychology*	3
Communication Elective*	3	Sociology*	3
Chemistry I or Biology I*	4	Chemistry II or Biology II*	4
Fine Art Elective*	3	Literature Elective *	3
		NUR 1100 Foundations of Nursing Scholarship	2
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>18</b>
<b>Sophomore Year, Semester 1</b>	<b>Credits</b>	<b>Sophomore Year, Semester 2</b>	<b>Credits</b>
Nutrition*	3	Statistics*	3
Health Science I*	4	Health Science II*	4
Microbiology	4	Ethics*	3
Religion Elective*	3	NUR 2102 Lifespan Health Assessment and Clinical Prevention	4
NUR 2101 Professional Nursing Concepts	3	NUR 2103 Competencies for Nursing Practice I	2
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>16</b>
<b>Junior Year, Semester 1</b>	<b>Credits</b>	<b>Junior Year, Semester 2</b>	<b>Credits</b>
NUR 3111 Adult Nursing Science I	3	NUR 3112 Adult Nursing Science II	3
NUR 3111P Adult Nursing Science I Practicum	3	NUR 3112P Adult Nursing Science II Practicum	3
PHR 3101 Pathopharmacology I	3	PHR 3102 Pathopharmacology II	3
NUR 3121 Nursing Informatics	2	NUR 3114 Mental Health and Mental Illness Nursing	2
NUR 3113 Vulnerable Populations and Global Health	2	NUR 3114P Mental Health and Mental Illness Nursing Practicum	2
NUR 3104 Competencies for Nursing Practice II	2	NUR 3140 Professional Role Development: Contemporary Issues	2
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
<b>Senior Year, Semester 1</b>	<b>Credits</b>	<b>Senior Year, Semester 2</b>	<b>Credits</b>
NUR 4111 Nursing Care of Women and Childbearing Families	2	NUR 4142 Synthesis for Nursing Practice	3
NUR 4111P Nursing Care of Women and Childbearing Families Practicum	2	NUR 4143 Clinical Immersion	5
NUR 4115 Nursing Care of Children and Families	2	NUR 4144 Professional Role Development: Servant Leadership	2
NUR 4115P Nursing Care of Children and Families Practicum	2	NUR 4145 NCLEX Review	2
NUR 4113 Gerontological Concepts and Issues	2		
NUR 4114 Metaphysical Nursing	2		
NUR 4122 Nursing Research	3		
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>12</b>
		<b>Total Program Credits</b>	<b>124</b>

**Optional Courses**

NUR 3131 Exploration of a Selected Nursing Specialty 2 Credits

NUR 3132 Critical Reflection 2 Credits

NUR 3133 Global Outreach Mission Trip 2 Credits

## RN to BSN TRACK – CURRICULUM

The RN to BSN program is an online post-licensure program for the registered nurse who has a valid unrestricted license to practice nursing and has at least one year of nursing experience. The student will complete 56 hours of general education courses and 33 credits of nursing courses. Upon successful completion of NUR 3200 Transition and Validation of Nursing Scholarship, the student will receive an additional 35 credits for experiential learning as a registered nurse (NUR 3201). The RN to BSN program consists of a total of 124 credits.

### Required General Education Courses (56 credits)

Physical and Life Sciences: Biology I (4 credits) & Biology II (4 credits) or Chemistry I (4 credits) & Chemistry II (4 credits), Anatomy & Physiology I (4 credits) & Anatomy & Physiology II (4 credits), Microbiology (3 credits), Nutrition (3 credits)

Mathematics: Statistics (3 credits)

Social Sciences: Introduction to Psychology (3 credits), Developmental Psychology (3 credits), Sociology (3 credits)

Fine Arts: Elective (3 credits)

Performing Arts: Communication Elective (3 credits)

Humanities: Ethics (3 credits), English Composition I (3 credits) and English Composition II (3 credits), Literature Elective (3 credits), Religion (3 credits)

### RN to BSN Curriculum: Full-Time

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
NUR 3200 Transition and Validation of Nursing Scholarship	5	NUR 4212 Quality and Safety in Nursing Practice	4	NUR 4221 Nursing Informatics for RNs	3
NUR 3202 Integrated Health Assessment	3	NUR 4213 Clinical Prevention and Population Health	4	NUR 4222 Nursing Research for RNs	3
NUR 3203 Application of Pharmacology	3	NUR 4214 Ethics in Nursing Practice	3	NUR 4244 Servant Leadership and Healthcare Management	4
NUR 3204 Orientation to Distance Learning	1				
<b>Total credits</b>	<b>12</b>	<b>Total credits</b>	<b>11</b>	<b>Total credits</b>	<b>10</b>

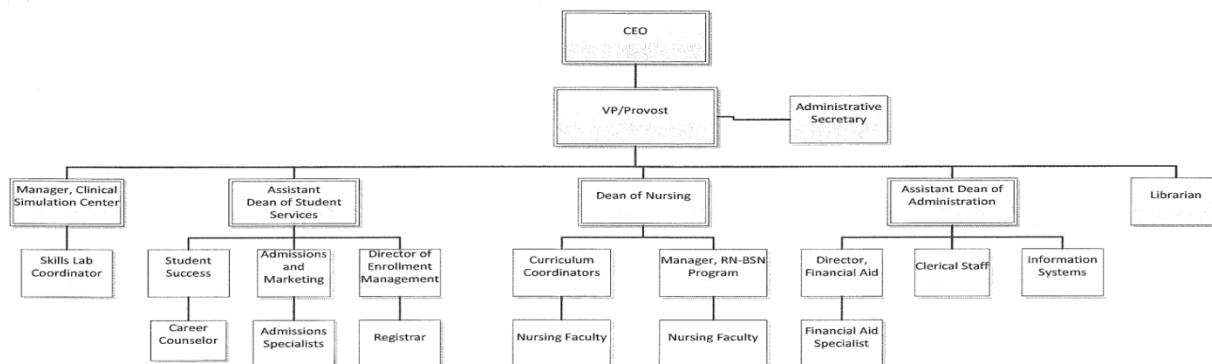
### RN to BSN Curriculum: Part-Time

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
NUR 3200 Transition and Validation of Nursing Scholarship	5	NUR 3203 Application of Pharmacology	3	NUR 4212 Quality and Safety in Nursing Practice	4
		NUR 3202 Integrated	3	NUR 4214 Ethics in Nursing Practice	

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
NUR 3204 Orientation to Distance Learning	1	Health Assessment			3
<b>Total Credits</b>	<b>6</b>		<b>6</b>		<b>7</b>
Semester 4	Credits	Semester 5	Credits		
NUR 4213 Clinical Prevention and Population Health	4	NUR 4222 Nursing Research for RNs	3		
NUR 4221 Nursing Informatics	3	NUR 4244 Servant Leadership and Healthcare Management	4		
<b>Total Credits</b>	<b>7</b>		<b>7</b>		

Diploma curricular plan is not included in this handbook as the program will be closed in May, 2012. For this academic year, only third level courses remain to be taught: NUR 300 – Nursing Care of Children and Families; NUR 301 – Nursing in the Community; NUR 302 – Transition to Professional Practice, NUR 303 – Nursing Care of Clients with Physiological Crisis; NUR 304 – Trends and Issues in Nursing; NUR 305 – NCLEX Review (for graduating students).

## COLLEGE ORGANIZATION CHART



## **COLLEGE COMMITTEES**

Each of the committees listed will have a chairperson and recorder who will be appointed by the Provost. Committees are responsible for maintenance of an agenda and minutes of all meetings. Changes to selected committees' membership (i.e. LRC, Student Affairs, and Policy) will occur annually in a manner designed to ensure smooth transition of committee operations.

### **Learning Resources Committee**

- A. Purpose: Ensure adequate college learning resources through the assessment and evaluation of library, clinical simulation laboratories, and informatics resources.
- B. The functions of the Learning Resources Committee are to:
  - 1. Assess resources for student learning.
  - 2. Recommend potential acquisitions and withdrawals of learning resources.
  - 3. Develop and/or revise policies and procedures related to learning resources and submit through appropriate channels for approval.
  - 4. Evaluate the effectiveness and utilization of learning resources.
- C. Membership: Committee members shall be appointed by the Provost and shall consist of:
  - 1. Dean of Nursing
  - 2. Assistant Dean of Administration
  - 3. College Librarian
  - 4. Manager of Clinical Technologies
  - 5. No less than three (3) faculty members; representing each program/department of the College
  - 6. One (1) student representative

### **Student Affairs Committee**

- A. Purpose: Enhance communication between the administration, faculty and the entire student body; and to promote the general welfare of all students.
- B. The functions of the Student Affairs Committee are to:
  - 1. Develop and/or revise policies and procedures related to student services and submit through appropriate channels for approval.
  - 2. Provide a forum for students to present their concerns and issues to the College faculty and administration.
  - 3. Evaluate results of annual student satisfaction survey and recommend an action plan to address identified areas of concern.
  - 4. Plan and promote activities and programs that enhance student growth, development, leadership, health and welfare.
  - 5. Conduct an annual review of the Honor System and Student Government Organization Bylaws.
- C. Membership: Committee members shall be appointed by the Provost and shall consist of:
  - 1. Assistant Dean of Student Services
  - 2. Director of Student Academic Success
  - 3. Faculty advisors of the Student Government Organization (SGO)
  - 4. Student membership will consist of:
    - a. President of the SGO
    - b. SGO Legislation Chair
    - c. SGO Community Service Chair
    - d. Three (3) student representatives

### **Policy Committee**

- A. Purpose: Review, edit, process, and ensure maintenance of all College policies. The functions of the Policy Committee are to:

1. Establish and conduct a planned schedule of review of faculty and administrative policies of BSMCON for accuracy, consistency, and congruency.
  2. Review submitted policy proposals for accuracy, consistency, and congruency with existing policies.
  3. Maintain tracking documentation of policy process.
  4. Provide summary of status of policies to College Leadership Team.
- B. Membership: Committee members shall be appointed by the Provost and shall consist of:
1. Three (3) representatives from College Administration; one of which must be from Financial Aid and one from Registrar's office.
  2. Three (3) faculty members, one of which must be a curriculum coordinator with the BSN program.

### **Engagement Committee**

- A. Purpose – Promote a culture of engagement among all campus constituents through development, implementation, and evaluation of strategies designed to facilitate socialization, open communication, respect, and trust.
- B. The functions of the Engagement Committee are to:
1. Review annual Gallup Employee Engagement survey results.
  2. Develop an action plan based on analysis of annual Gallup results and monitor progress toward achievement of established outcomes.
  3. Plan annual employee Christmas party and other college wide social events.
- C. Membership: Committee members shall be appointed by the Provost and shall consist of:
1. Three (3) faculty members
  2. Three (3) staff members
  3. Provost

### **College Leadership Team**

Purpose: Serve as a forum for planning, discussion, and communication of major strategic, policy, and operational issues affecting the College.

- A. The functions of the College Leadership Team are to:
4. Discuss issues of importance to the entire College community.
  5. Consult with stakeholder groups of the College to seek their perspectives and on institution-wide policies and practices.
  6. Ensure that College stakeholders are informed of changes in policies, processes, and other matters pertaining to College functioning.
  7. Monitor the College's progress on the strategic plan.
  8. Plan the College's annual faculty and staff retreat.
- B. Membership: Committee members shall consist of the following:
1. Members of the Administrative Cabinet
  2. Committee Chairs from the following committees/organizations:
    - a. Faculty Organization
    - b. LRC Committee
    - c. Student Affairs Committee
    - d. Policy Committee
  3. Members from each of the following functional areas:
    - a. Enrollment management
    - b. Student success
    - c. Clinical simulation center
    - d. Library
    - e. Institutional advancement
    - f. Institutional effectiveness

### **Administrative Cabinet**

Purpose: Provide administrative oversight to all College functions.

- A. The functions of the Administrative Cabinet are to:
    - 1. Advise the Provost.
    - 2. Provide effective, responsive, and informed leadership to the College.
    - 3. Implement institution-wide initiatives and oversee operation of the College.
    - 4. Review recommendations for policy changes as submitted through established College review process.
  - C. Ensure the timely progress of the College toward meeting its strategic goals.
- Membership: Shall include the Provost, Dean of Nursing, Assistant Dean of Student Services, and Assistant Dean of Administration.

### **Dean's Administrative Team (DAT- formerly known as Curriculum Coordinators Meeting)**

- A. Purpose : To serve as the Dean's administrative leadership team for the Nursing Programs. It is recognized that the DAT is has numerous responsibilities and that completion of these may require the work of individuals/pairs outside of the team meetings to meet critical deadlines and tasks.
- B. The functions of the DAT are to:
  - 1. Ensure the successfully delivery of the curricula and instruction of the Department of Nursing through working in conjunction with the dean and supported by the recommendations of appropriate faculty committees,.
  - 2. Provide operational and strategic direction for future curricular and instructional needs of the Department of Nursing.
  - 3. Provide administrative oversight of faculty.
  - 4. Serve as forum for sharing and trouble-shooting of individual work team issues for collaborative problem-solving.
- C. Membership: Committee members shall be appointed by the Dean of Nursing and shall consist of:
  - 1. Dean of Nursing
  - 2. Curriculum Coordinator - Foundations
  - 3. Curriculum Coordinator – Adult Nursing
  - 4. Curriculum Coordinator – Vulnerable Populations
  - 5. Curriculum Coordinator – Professional Practice
  - 6. Manager, RN to BSN program
  - 7. Ad hoc – Manager, Clinical Technologies

## **FACULTY ORGANIZATION BYLAWS**

### **Article I**

#### **Name**

The name of this organization shall be the Faculty Organization of Bon Secours Memorial College of Nursing (BSMCON).

### **Article II**

#### **Purpose and Functions**

- Section 1. The purpose of the Faculty Organization shall be to provide a mechanism through which faculty members can participate in the governance of the total program for the purpose of formulating, implementing, and evaluating a sound educational program.

Section 2. Functions of the Faculty Organization shall be to:

- A. Establish the philosophy, purposes, and objectives of the educational programs of the College of Nursing and revise these as necessary.
- B. Ensure that programs of the College of Nursing are consistent with the philosophy, purposes, and goals of the college/organization/and current accrediting bodies.
- C. Promote the development of nursing knowledge, nursing research, faculty practice, and professional service.
- D. Promote the general welfare and provide for personal and professional growth of the College of Nursing, the faculty and students, the alumni, and the nursing profession as a whole.
- E. Consider and act upon recommendations from faculty committees and course faculty.

### **Article III**

Membership and Voting

Section 1. Membership and Voting shall be structured as follows:

Membership of the Faculty Organization shall be comprised of all full-time and part-time faculty members holding academic rank (instructor, assistant professor, associate professor, professor) at Bon Secours Memorial College of Nursing. Full-time and part-time employment are defined by the parent organization.

All full-time faculty members shall serve on Faculty Organization committees. Part-time faculty have voice but no vote on all committees.

Only Faculty Organization members shall vote at Faculty Organization and Faculty Organization committee meetings.

All members present at meetings of the organization shall be eligible to vote on all matters presented for faculty action. A quorum is defined as fifty-one percent of the membership. A simple majority of those present will constitute the determining vote.

A 2/3 majority vote of members present at meetings of the organization will constitute a determining vote concerning bylaws changes.

Guests and students may be invited to Faculty Organization meetings by the Faculty Organization to present and discuss matters affecting the faculty and/or college. Persons in this category shall hold no office nor have voting privileges.

The Dean of the College of Nursing shall serve as an ex-officio member of the Faculty Organization and shall have a voice but no vote.

### **Article IV**

Officers and Duties

Section 1. Officers of the Faculty Organization shall be comprised of a Chairperson, Chairperson-elect/Vice-Chairperson, and Parliamentarian. These Officers will be given secretarial support by the Administrative Secretary. Officers shall perform duties prescribed by these by-laws and by the parliamentary authority adopted by the organization.

**Chairperson, full time instructional faculty member**

Duties of the Chairperson shall be to:

Lead the Faculty Organization in achieving the mission of the College of Nursing and serve as an advocate for all areas of concern to the Faculty Organization.

Preside over meetings of the Faculty Organization according to Robert's Rules of Order, Newly Revised.

Present an annual report of the actions and recommendations of the Faculty Organization to members at the annual meeting.

Develop and distribute the agenda for each meeting of the Faculty Organization.

Appoint a chairperson for all standing committees.

Provide reports to administrative team concerning all faculty organization activities.

Serve as a member of the BSMCON leadership team and attend leadership meetings.

The term of office for the chairperson shall be one year.

### **Vice-Chairperson, full time instructional faculty member**

Duties of the Vice-Chairperson shall be to:

Preside over Faculty Organization meetings in the absence of the chairperson and as delegated by the chairperson.

Assume responsibilities as designated by the chairperson.

The term of office for the vice-chairperson shall be to serve as chairperson-elect for one year, at the end of which the chairperson-elect shall become the chairperson and serve a one year term.

### **Parliamentarian**

Duties of the Parliamentarian shall be to:

Be knowledgeable of parliamentary procedure according to Robert's Rules of Order.

Call attention of chair to any error in the proceedings that violates Robert's Rules of Order.

Give advice to chair or to any other member, as requested, on parliamentary procedure during the meeting.

Perform the duty of timekeeper.

The term of office for the parliamentarian will be two years.

### **Section 2. Administrative Secretarial Support**

Duties of the Administrative Secretary shall be to:

Record the minutes of meetings.

Provide a copy of the minutes to each member within one week following meetings.

Maintain the permanent files of the Faculty Organization with accurate master copies of all minutes of the organization, including committees.

Record attendance for all meetings of the organization.

Accurately record all voting procedures.

Section 3. Officers may not serve more than two consecutive terms.

## Article V

### Meetings

- Section 1. Regular meetings of the Faculty Organization shall be held once a month during the academic college year.
- Section 2. At the monthly Faculty Organization meeting in June the Chairperson and Chairperson-elect shall present a ballot and request nominations from the floor for the oncoming Chairperson-elect (annually) and Parliamentarian(bi-annually). The Chairperson of the Faculty Organization will appoint two Administrative secretaries to count ballots. Following the meeting, the Chairperson shall provide each member with a ballot to be returned to a designated location. Voting shall be completed over the following two-week period. Results shall be announced in July at the Faculty Organization meeting. Transition with old and new officers and committee members will be held during July or early August, during which chairpersons will be elected (on a bi-annual basis or as needed). Officers and committee members shall officially begin their terms of office after the annual meeting in August.
- Section 3. The annual Faculty Organization meeting will be held within 30 days of the month following close of the academic year. The purpose of this meeting shall be to receive annual reports from the chairpersons of the faculty organization and standing committees and to conduct necessary business.
- Section 4. Special meetings may be called by the Chairperson or shall be called upon by an oral or electronic request of at least three members of the Faculty organization. The purpose of the meeting shall be stated in the request.
- Section 5. At Faculty Organization meetings, fifty-one percent of the faculty membership shall constitute a quorum.
- Section 6. Faculty forums may be held on major topics or changes requiring faculty discussion and will be conducted by the Chairperson or faculty chair designee. Voting does not occur.

## Article VI

### Committees and Functions

- Section 1. Standing Committees of the Faculty Organization shall be:

Admissions/Progression/Graduation  
Curriculum  
Faculty Development  
Program Improvement

- Section 2. General guidelines for standing committees are that:

All standing committees shall meet monthly during the academic year and special meetings may be called by the Chairperson.

All committee members are required to attend a minimum of 80 percent of the scheduled committee meetings.

All faculty members are required to attend a minimum of 80 percent of the scheduled Faculty Organization meetings.

Fifty-one percent of standing committee membership shall constitute a quorum.

At the discretion of the committee chair, the committee may go into a closed session to consider sensitive matters.

Standing committees may appoint special committees. Special committee membership is not limited to members of the committees, but shall include at least one member of the standing committee.

Standing committees shall formulate policies for conducting specified functions as long as they are not in conflict with the Bylaws of the Faculty Organization.

Student members of standing committees shall volunteer to be on committees of interest. The faculty organization chairperson will notify the SGO advisor of committee needs and SGO advisor will disburse information to the students.

Recommendations requiring faculty action shall be circulated for faculty review no less than seven (7) calendar days prior to the Faculty Organization meeting at which time a vote will be taken. If desired, committees may hold faculty forums.

Reports and recommendations from standing committees shall be presented to the monthly Faculty Organization meeting and electronic submission to the Administrative Secretary for inclusion in the minutes as designated in the Bylaws. The committee chairperson shall also submit to the Faculty Organization an annual report summarizing activities and recommendations.

Non-members of a standing committee and guests may attend any standing committee meeting with a voice but without voting privileges.

The committee chairperson as well as all committee members shall have voting privileges.

The Dean of Bon Secours Memorial College of Nursing shall be an ex-officio member of all standing committees unless otherwise designated. As ex-officio, the Dean of Bon Secours Memorial College of Nursing has a voice without voting privileges.

No faculty member or student shall serve on more than two committees.

All committees are accountable for selected outcomes including monitoring the metrics, analysis, plan for improvement, and implementation of changes based upon data collected through institutional research and other measures (see required Annual Committee Outcomes and Metrics).

**Section 3.** Each committee chairperson shall:

Appoint a secretary to keep written minutes of the meetings.

Prepare an agenda and circulate to members prior to scheduled meeting.

Submit a final electronic copy of the committees' reports (based on the meeting minutes) to the secretary of the Faculty Organization on a monthly basis.

Ensure that accurate meeting minutes are kept and submitted monthly to the Administrative Secretary.

**Section 4.** **The Admissions/Progression/Graduation Committee**

Purpose: To develop, implement, and evaluate policies related to recruitment, admission, advanced placement, readmission, progression, graduation, and dismissal of students.

The functions of the Admissions/Progression/Graduation Committee are to:

Recruit, select and admit candidates for admission who meet the stated requirements.

Review and act on applications for admission or readmission to the college.

Inform faculty of legislation, trends, and legal aspects related to selection and admission of candidates.

Evaluate program outcomes and make recommendations to the Faculty Organization on revisions, changes and adoption of policies regarding recruitment, admission, advanced placement, readmission, progression, and graduation and dismissal of students.

Evaluate applicable academic policies and make recommendations to the Faculty Organization for policy changes.

Membership: Faculty shall serve a minimum of two years and shall consist of, but not be limited to:  
Six faculty members.

RN-BSN Program representative.

One member of each faculty program reporting to Faculty Organization.

One alumnus.

#### **Section 5. The Curriculum Committee**

Purpose: To develop, implement and evaluate a comprehensive program of study which is consistent with the philosophy and goals of the College, and the needs of the students, the profession of nursing, and the community.

The functions of the curriculum are to:

Evaluate, recommend and make changes in the curriculum based on the college's philosophy and goals.

Evaluate philosophy, objectives, conceptual framework and strands of the curriculum and recommend changes to the Faculty Organization.

Receive and evaluate proposed changes in course objectives and content.

Receive and act on periodic reports and recommendations from planning groups, ad hoc committees, and individuals.

Evaluate academic policies and make recommendations to the Faculty Organization for policy changes.

Plan and implement activities to involve faculty in interpretation and implementation of the curriculum.

Explore innovative approaches to curriculum design.

Monitor implementation of the curriculum for quality.

Evaluate the overall curriculum plan and its effectiveness through the plan of systematic evaluation.

Membership: Faculty members shall serve a minimum of two years and shall consist of, but not be limited to:

Four faculty members.

Standing membership will consist of the following positions:

Director of RN-BSN program

Manager of Clinical Technology

Curriculum Coordinators

One member of each program reporting to Faculty Organization.

Student/Nursing Practice membership will consist of:

One nursing practice representative.

One alumnus.

One student representative.

### **Section 6. The Faculty Development Committee**

Purpose: To develop, plan, implement and evaluate programs and activities that promote professional development within the college of nursing.

The functions of the Faculty Development Committee are to:

Develop, implement and evaluate a systematic program of orientation and professional development.

Plan, implement and evaluate faculty workshops based on faculty suggestions and needs.

Review and recommend revisions of the Faculty Orientation Manual.

Review and recommend revisions of policies which are unique to the College of Nursing and in response to faculty needs.

Membership: Faculty members shall serve a minimum of two years and shall consist of, but not be limited to:

Four faculty members.

RN-BSN Program representative.

One member of each program reporting to Faculty Organization.

### **Section 7. Program Improvement Committee**

Purpose: To coordinate, implement and evaluate the process of systematic evaluation of all components of the educational program.

The functions of the Program Improvement Committee are to:

Monitor, evaluate and communicate achievement of educational outcomes and program effectiveness.

Facilitate and serve as a faculty resource for the implementation of the plan of evaluation.

Receive plan of evaluation and other reports from faculty and committees.

Develop, implement and evaluate the systematic plan of evaluation (SPOE).

Provide oversight of all standing committees and coordinate all in accordance with the program outcome indicators.

Evaluate applicable academic policies and procedures and make recommendations to the Faculty Organization for policy changes.

Membership: Faculty members shall serve a minimum of two years and shall consist of, but not be limited to:

Four faculty members.

RN-BSN Program representative.

One member of each program reporting to Faculty Organization.

Student membership will consist of:

One student representatives

One alumnus.  
Article VII

### **Parliamentary Authority**

The rules contained in the latest edition of Robert's Rules of Order Newly Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Bylaws.

### **Article VIII**

Amendments

These Bylaws may be amended at a regular meeting by a two-thirds vote provided that the proposed amendments have been submitted in writing to each faculty member three weeks prior to the meeting.

Amendments for 2010-2011

## **POLICIES**

All college, faculty and student policies are located on the College website [www.bsmcon.edu](http://www.bsmcon.edu)  
All Human Resources, Information Services and Fiscal policies are located on the Bon Secours Virginia intranet which can be accessed with the ADS sign on code.

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## **II. FACULTY**

### **ACADEMIC RANKINGS FOR NURSING FACULTY**

Nursing faculty hold the following academic ranks:

- Professor
- Associate Professor
- Assistant Professor
- Instructor

Additionally, faculty are assigned to curriculum homes. Curriculum homes are organized by similar courses and are managed by curriculum coordinators. *Job descriptions for faculty ranks and curriculum coordinators are located in the appendices.*

## CURRICULUM HOMES

<b>Fundamentals</b>	<b>Adult</b>
1100 Foundations 2101 Concepts 2102 Health Assessment 2103 Competencies I 4122 Nursing Research	3111 Adult Nursing I 3111P Adult Nursing Practicum 3112 Adult Nursing II 3112P Adult Nursing II Practicum 3104 Competencies II Pathopharmacology I Pathopharmacology II
<b>Vulnerable Populations</b>	<b>Professional Practice</b>
3113 Vulnerable Populations 3114 Mental Health Nursing 3114P Mental Health Nursing Practicum 4111 Women and Childbearing Families 4111P Women and Childbearing Families Practicum 4115 Children 4115 Children Practicum 4113 Gerontology 3113 Global Outreach (Optional) Diploma Support	3121 Nursing Informatics 3140 Prof. Role: Contemporary Issues 4144 Prof Role: Servant Leadership 4114 Metaphysical Nursing 4142 Synthesis for Nursing Practice 4143 Clinical Immersion 4144 NCLEX Review

## FACULTY ORIENTATION

Faculty are provided an orientation up hire through the College and the Bon Secours Richmond Health System. Orientation of faculty is coordinated by the supervising curriculum coordinator. Faculty are provided access to a telephone, computer and computer access, and a pager if required. A identification badge and key card for the door are also provided

Please use this accompanying checklist as a guide during your orientation. Much of this material can be reviewed during your first few weeks. However; adequate time will be allowed for completion of your orientation. When the checklist is completed and signed, return it to the school office for placement in your personnel file. Please keep a copy for your files.

The new faculty member reports to the Dean's office at the prearranged time. Subsequent working hours will vary with the specific area of assignment, course needs and the terms of employment.	Date and Time of Appointment	Initials confirming Completion
Unless otherwise notified, street clothes are appropriate for the first day of employment. Thereafter, attire varies with the specific area of assignment.		
<b>Responsible Party : Bon Secours Richmond Human Resources</b>		
Bon Secours Richmond Health System		
Mission, Values and Operating Principles of Bon Secours		
Benefits and Payroll		
Risk Management		
Safety, Infection Control, Security		
Employee Assistance Program		
Employee Wellness Program		
Tax Sheltered Annuities		
Case Management		
Ethics and Pastoral Care		
Education and Development		
<b>The Dean meets with the new faculty member to review:</b>		
Performance Evaluation and Merit System		
Travel/Attendance at Professional Meetings		
Verification of RN Licensure		
Liability Insurance		
School Accrediting/Approval Agencies		
School Budget Process		
Nursing/College policies and location		
<b>The Curriculum Coordinator reviews or ensures:</b>		
	Date and Time of Appointment	Initials Confirming Completion
Scheduling with Librarian and Orientation to Library		
Curriculum Plan/Committees		
Course Scheduling		
Standardized Testing & Finals		
Academic Advising		
Affiliating Agencies/Contracts, Standards		
<b>The Administrative Secretary provides for or reviews</b>		
ID Badge		
Official Transcripts of all Colleges attended; copy of CPR card; verification of Nursing License (copy of)		
Pager Assignment (if needed)		
Birth day, address, and all phone numbers		
Call-in procedure		
Submission of PTO/Leave Forms		
Payroll System (Peggy is backup, Donna Frye primary payroll person)		
Procedure for Accessing Student Records (hard copies from Administrative File Room)		
Scheduling of Administrative Conference Room		
Mailboxes/Mail Delivery (Peggy/Receptionists)		
Use of Fax (Peggy/Receptionists) & long distance code		
<b>The Building Coordinator provides for or reviews</b>		

Key to School/Offices		
Scheduling of School Space (Classrooms & Auditorium)		
Repair of Equipment (Audio & Visual)		
Telephone System/Directory		
Digital Paging System		
Department Safety Procedures		
<b>The Administrative Secretary</b>		
Payroll timekeeper		
Office Supplies/How to Obtain		
Faculty Bulletin Boards in Workroom		
Procedures for Typing and Copying		
Scantron Test Scoring		
Travel/Education forms/Business Cards		
Office Supplies/How to Obtain		
<b>The Assistant Dean for Students Services reviews or ensures:</b>		
Student Handbook Online		
• Student Conduct		
• Honor Code		
• Student Organizations		
<b>Assistant Dean for Administration &amp; SonisWeb Administrator reviews or ensures:</b>		
SonisWeb Instruction		
Computer Systems Access		
<b>Director of Student Success reviews or ensures:</b>		
<b>Leslie Winston, ext. 5327</b>		
Help available to students		
ATI		
Other Roles		
<b>Blackboard System Faculty Liaison ensures orientation of:</b>		
The school-wide use of Bb as a learning environment.		
Introduction to Blackboard-supported teaching.		
Set up schedule of introductory training.		
Provide mentors for support with: syllabus construction, testing and electronic grade book, digital drop box.		
Par Test – Par Score		
<b>The Curriculum Coordinator ensures orientation of:</b>		
Specific Course Curriculum and Learning Experiences		
Course Syllabus, Grading, Student Attendance Policies, Bibliography, Course and School Forms		
Faculty's Specific Area of Responsibility and opportunities to develop self-growth		
Test Construction/Item Analysis – see above		
Text and Reference Books		
Faculty's and Student's Grade Sheets		
Faculty Expectation		
Use of Computer and Skills Labs		
Documentation Policy to include reviewing of Academic Advising.		
Peer Review System		
<b>The new faculty member is assigned a mentor who will assist the Curriculum Coordinator in arranging for clinical orientation:</b>		
Nursing Facilities/Unit(s)		
Introduction/Tours		
Pyxis, Omnicell and Emergency Equipment		
Scheduling Unit Orientation and Arranging for Unit Mentor		

Connect Care		
Clinical simulation orientation		

## FACULTY WORK POLICIES

All policies relate to faculty recruitment, relations, compensation, and benefits are located on the Bon Secours Virginia intranet Human Resource site which can be accessed with the ADS sign on code at [www.bshsi.org](http://www.bshsi.org)

Faculty are expected to notified the supervising curriculum coordinator for absences and other personal emergencies that may impact the work schedule. Paid leave time is coordinated in advance with the supervising curriculum coordinator use a leave request form. Unexpected absences are to be document on the leave request form immediately upon return to work. Full and part time faculty are expected to attend graduation.

Employee grievance process is defined in the above noted HR policies. Additionally, a 24 hour values line is available to employees if there is concern regarding an values/ethics violation at 1-888-880-1286.

Faculty are expected to post office hours each semester. All faculty members are required to schedule at least 20% of scheduled work hours per week to be available to students.

## FACULTY WORKLOAD

Faculty Workload is determined annually by the Clinical Coordinators and reviewed by the Dean of nursing using the Faculty Workload policy located at [www.bsmcon.edu](http://www.bsmcon.edu).

## FACULTY EVALUATION PROCESS

Faculty are evaluated annually by the assigned curriculum coordinator in September/October using the a process that evaluates performance based upon metrics established by the academic ranking as well as other metrics established annually by the Dean of Nursing. Goals for the next evaluation cycle are established at that time. *See appendices*. A mid-year review is conducted in March/April to provide interim feedback regarding performance and establish developmental plans for the next evaluation cycle. The process is documented using the online evaluation system known as Success Factors. Additionally curriculum coordinators observe faculty performance in the classroom and clinical settings throughout the year as well as monitor student evaluation of faculty. A voluntary faculty peer review system has also been established for peer to peer feedback.

## FACULTY EDUCATION/DEVELOPMENT

Faculty are required to complete annual competencies established by the College as well as hold certification in Basic Life Support. Evidence of these competencies are submitted to the supervising curriculum coordinator. A current copy of the curriculum vita must be on file. Official transcripts of all degrees must be submitted to the Dean's office upon hire and any time a new degree is earned. Faculty are required to maintain a current Virginia professional nursing license and any specialty practice that requires a license and/or certification.

The Nursing Programs at the Bon Secours Memorial College of Nursing support the Bon Secours' value of growth through continuing education and development of faculty. Continuing education funding for faculty is based upon the College's annual budget for education. The College makes every effort to request funds to support the education and development needs of all College faculty and staff. For the

funding of faculty to support ongoing development and expertise, funds will be made available annually to each FT and PT faculty member. Additional funds for continuing education may be available at the Dean's discretion for participation in programs that relate directly to instruction and assignments and that enhance the mission of the College and Program.

Since funding must be shared with a large group of faculty as well as College staff, the following allocations will be assigned to faculty:

FT 1.0 faculty = \$500/ per fiscal year

FT .8 faculty = \$400/ per fiscal year

PT .6 or less but excluding prn faculty = \$300/ per fiscal year

These funds do not carry over from fiscal year to fiscal year and can be frozen if directed by the Provost to freeze educational funds during the fiscal year. Annual funding may change yearly based upon the annual budget as well as the needs of the Program. These funds are inclusive for travel expenses and conference registration fees.

#### **For seminars, workshops, and conferences:**

Faculty interested in attending a program should first discuss their interest with their Curriculum Coordinator and submit a travel request form. Discussion is based upon the needs of the Program and the College, how the information will be related back to the general faculty, and instructor coverage for assigned course. Faculty are welcomed to submit abstracts to national or regional conferences. If a faculty wishes to be eligible for travel funds, copy of the abstract should be submitted to the Curriculum Coordinator prior to submission. If the Coordinator approves the request, the form (and any abstract) will be sent to the Dean for approval. Acceptance of an abstract to a national or regional conference does not guarantee approval for travel funding based upon available funds. Priority will be given to abstracts accepted for speaker presentation. All expenses must be paid in advance with proper receipts required for reimbursement up to the allotted amount.

#### **Certification**

Certification will follow the Certification policy ADM 2.50.

#### **Distance education courses**

Faculty desiring to take distance education courses such as the Indiana University nurse educator certification course or other related courses should discuss with the Coordinator and Dean prior to enrollment. Faculty will be reimbursed for successful completion of the course.

#### **Faculty seeking degrees**

Bon Secours Memorial College of Nursing is committed to the continuing development of faculty through advanced degree education. Faculty are encouraged to continue their education and take advantage of the Bon Secours Richmond Health System's tuition reimbursement program. Faculty returning for advanced degrees should discuss their plans with the Curriculum Coordinator for planning purposes of faculty workload and program commitments.

If time allows and the faculty work assignments for the College have been completed, faculty may work on personal school assignments during their normal work time. If more time is required, PTO time will be negotiated with the employee's supervisor. Time to conduct research for doctoral dissertations may be negotiated with Curriculum Coordinator as part of the faculty role of scholarship. Course attendance in advanced degree programs is not considered scholarship for the purposes of faculty role definition and workload consideration. Dates for residencies must be given in advance to Curriculum Coordinators for planning purposes. Education time (ED time) can be used for attendance to doctoral residencies. Special work schedules (with the exception of attendance to scheduled residencies) to accommodate personal school schedule hours will not be permitted.

#### **Tuition Reimbursement**

Tuition reimbursement for faculty attending academic programming related to their faculty role (i.e. MSN, PhD, DNP) will be reimbursed via HR policies 13 & 15. The faculty member should discuss interest with the Coordinator prior to enrollment with consideration of assigned teaching load and student needs of the Program.

## CONFIDENTIALITY

Faculty are expected to maintain student and patient confidentiality as outlined in policies ADM 1.12 and 1.15 located on the College website at [www.bsmcon.edu](http://www.bsmcon.edu)

## ACADEMIC FREEDOM

Nursing faculty are entitled to and have support to practice academic freedom within their scope and follows policy ADM 1.12 located on the College website at [www.bsmcon.edu](http://www.bsmcon.edu)

## COPYRIGHT

The College follows the copyright policy ADM 1.13 located on the College website @ [www.bsmcon.edu](http://www.bsmcon.edu). Once an individual has identified the materials an individual wants to use and determined that copyright permission is required, an individual must locate the copyright holder. If the copyright holder is not listed on the work, locating the appropriate person or entity to grant permission may take some investigative and creative work. The Copyright Office of the Library of Congress may be of assistance in locating a copyright owner if the work is registered. Note, however, that copyright is automatically granted to all works upon their inception and that registration with the Copyright Office is not required. There are two primary options for obtaining permission to use the work. An individual may contact the copyright holder directly or an individual may contact Copyright Clearance Center. There is an established process for obtaining copyright permission through Copyright Clearance Center. See the librarian for regarding the School's account with Copyright Clearance Center ([www.copyright.com](http://www.copyright.com)).

### Information Need for a Permission Request

The copyright holder or its agent will require the following information in order to provide an individual with permission:

- Title of the material
- Creator/author of the material
- Publisher of the material
- Description of material
- ISBN or ISSN, if applicable
- Date of publication, if applicable
- Purpose for which an individual wish to reproduce the item (research, commercial, educational, etc.) How the material is to be reproduced (e.g., photocopied, digitized)
- Where the reproduced material will be used or will appear and for how long

### Copying of Books and Periodicals

The Copyright Act of 1976 allowed for provision of multiple copies of an article for classroom use in a non-profit educational setting, within established parameters. The 2001, "Guidelines for Classroom Copying of Books and Periodicals" (by the University of Texas System's Office of General Counsel Website) provides a reputable and easy-to-read adaptation of these guidelines.

<http://www.utsystem.edu/ogc/intellectualproperty/clasguid.htm>

### Fair Use

In 1998, the United States Patent and Trademark Office's Conference on Fair Use (CONFU) offered guidelines for the "fair use" of electronic materials in not-for-profit educational settings. Though these guidelines never become law, they are used extensively for reference. A reputable and easy-to-read adaptation of these guidelines is from Indiana University (2006), "Checklist for Fair Use". See the PDF version at

<http://www.copyright.iupui.edu/checklist.htm>

Update on Copyright Law for Transmission (Digital Materials): TEACH ACT

In 1998, the Digital Millennium and Copyright Act (DMCA) became law. The purpose of this law was to elucidate copyright protections in the electronic arena. "Fair Use in the Electronic Age", a statement developed and endorsed in 2001 by representatives of the major academic research and professional associations, describes what these organizations feel represents fair use. The TEACH Act, made law in 2002, represents practical applications of the DMCA. North Carolina State University has created extensive and highly regarded information resources on the TEACH Act, at <http://www.provost.ncsu.edu/copyright/toolkit/>

Online Resources for Clarifying Compliance

The Association of Research Libraries:

[http://www.knowan\\_individualcopyrights.org/resourcesfac/kycrbrochure.shtml](http://www.knowan_individualcopyrights.org/resourcesfac/kycrbrochure.shtml)

The Office of Legal Affairs for the University System of Georgia's Website gives numerous explanatory scenarios relevant to the questions faculty might have regarding "fair use" of copyrighted works.

<http://www.usg.edu/legal/copyright/#part2b1>

In addition, they provide a WEB page titled "Guide to the TEACH Act"

[http://www.usg.edu/legal/copyright/teach\\_act.phtml](http://www.usg.edu/legal/copyright/teach_act.phtml)

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### **III. STUDENTS/INSTRUCTIONAL PRACTICES**

#### **GENERAL INSTRUCTIONAL PRACTICES**

Faculty are encouraged to use a variety of adult-oriented instructional strategies in order to meet the differences in learning styles. These strategies include but are not exclusive to lecture, discussions, case studies, readings, reflective practices, simulations, student-facilitated and guest expert presentations as well as clinical and practicum experiences. Selected strategies support the academic objectives and standards of the nursing programs. Course information should be based upon current nursing practice and reviewed annually for relevancy and currency. The curriculum is reviewed annual through the processes established by the faculty organization.

Classroom management is student-focused while maintaining a conducive and respectful climate for learning. Essential functions, behaviors, and attitudes for students are outlined in SAP 1.10. Behaviors related to student and faculty integrity are outlined in SAP. 2.11 and ADM 2.30 respectively. Dress code for students and faculty are outlined in SAP 1.12 and ADM 2.25 respectively. Student attendance is addressed in SAP 1.13. These policies are located on the College website at [www.bsmcon.edu](http://www.bsmcon.edu)

Faculty should notify the supervising curriculum coordinator for concerns related to student behaviors that are disruptive to the learning environment.

#### **GRADING/TESTING, STUDENT EVALUATION**

Policies related to grading, testing, student class and clinical evaluation are located on the College website at [www.bsmcon.edu](http://www.bsmcon.edu) under *Curriculum (CUR)* and *Progression (APG)*.

#### **SYLLABUS/TEXT BOOKS**

An approved course syllabus will be provided to students for each course following the course syllabus template available on Blackboard. Any changes to the course must be approved by the Curriculum

Committee. Text book adoptions are approved annually by the Curriculum Committee. Course syllabi are expected to be posted on Blackboard by the first day of each course offering.

## **CLINICAL, SIMULATION, AND PRACTICUM EXPERIENCES**

The curriculum coordinators along with course faculty negotiate annually clinical site and practicum rotations. Clinical sites must have a signed clinical affiliation agreement with the College by the first day of the clinical/practicum rotation. A copy of the agreement is maintained in the Dean's office. Faculty are expected to develop and maintain relationships with clinical staff and are available to clinical staff for questions and/or concerns related to student issues. Faculty should report all concerns, student and faculty patient errors/accidents immediately to the supervising coordinator as well as complete the appropriate incident reports required by the clinical facility.

Use of the Clinical Simulation Center requires advanced scheduling and preparation with the Clinical Simulation Center personnel. Completion of request forms supports the prompt and appropriate preparation of the simulation for the course.

## **COURSE AND FACULTY EVALUATIONS**

The curriculum coordinators are responsible for conducting end of course evaluations of classroom, practicum and the faculty in the pre-licensure curriculum. Faculty are responsible for coordinating with the curriculum coordinators the timing of the evaluations near or on the last day of the course and before final examinations. The evaluations are paper/pencil based and processed to provide student feedback to the curriculum coordinators and the faculty. The curriculum coordinators are responsible for communicating feedback to individual faculty, the curriculum home, and the course leader as appropriate. Aggregate data is reported to the curriculum committee for inclusion in the data that contributes to continuous program evaluation for the Program Improvement Committee.

Faculty desiring to include additional items on the tool for the purpose of soliciting feedback on new or changed teaching/learning methods need to collaborate with their respective curriculum coordinator. The evaluation tools for classroom (didactic) and practicum are included on the following pages:

### **Classroom & Faculty Teaching Evaluation**

Directions: The desired outcome of education is your learning. Whether one faculty approaches that process one way, and another faculty approaches it another way is not important. We are not comparing faculty. What we are interested in is how each faculty assisted your learning with regards to the parameters of the course objectives.

Use the Scantron form provided to rate the instructor by applying the following scale to items listed below:

- A= never or rarely
- B= infrequently/inconsistently
- C= frequently
- D= consistently
- E= not applicable should be used when the statement does not apply to this teaching situation.

If you rank the instructor as an "A" or a "D," it would be very helpful to them if you would provide examples.

1. The content of the course was organized to facilitate my learning.
  - A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
2. Student responsibilities in the course (assignments, attendance, etc.) were clear.
  - A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
3. Faculty responsibilities in the course (grading, course policies, etc.) were clear.
  - A. never or rarely

- B. infrequently/inconsistently
  - C. frequently
  - D. consistently
4. Learning activities encouraged the development of my critical thinking skills.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
5. Assignments were valuable in promoting my understanding of the content of the course.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
6. Evaluative methods were fair.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
7. Media (power point slides, films, etc.) reinforced content and enhanced my understanding.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
  - E. not applicable should be used when the statement does not apply to this teaching situation.
8. Faculty demonstrated expertise in the subject matter of the course.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
9. Faculty provided examples and explanations that increased my understanding of the content.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
10. Faculty was interested and responsive to my concerns, questions and feedback.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
  - E. not applicable should be used when the statement does not apply to this teaching situation.
11. Faculty served as a role model of professional nursing.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
  - E. not applicable should be used when the statement does not apply to this teaching situation.
12. Faculty was accessible and approachable.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently.
13. Faculty facilitated teacher-student interaction.
- A. never or rarely
  - B. infrequently/inconsistently
  - C. frequently
  - D. consistently
14. Faculty demonstrated enthusiasm about the subject matter.
- A. never or rarely

- B. infrequently/inconsistently
- C. frequently
- D. consistently

15. Faculty used class time effectively.

- A. never or rarely
- B. infrequently/inconsistently
- C. frequently
- D. consistently

16. Faculty demonstrated an attitude of mutual respect in teacher-student interactions.

- A. never or rarely
- B. infrequently/inconsistently
- C. frequently
- D. consistently

Please write any comments on the back of the Scantron form. Thank you for completing this evaluation.

### **Practicum & Faculty Teaching Evaluation**

Directions: The desired outcome of education is your learning. Whether one faculty approaches that process one way, and another faculty approaches it another way is not important. We are not comparing faculty. What we are interested in is how each faculty assisted your learning with regards to the parameters of the course objectives.

Use the scantron form provided to rate the instructor by applying the following scale to items listed below:

- A= never or rarely
- B= infrequently/inconsistently
- C= frequently
- D= consistently
- E= not applicable should be used when the statement does not apply to this teaching situation.

If you rank the instructor as an "A" or a "D," it would be very helpful to them if you would provide examples.

1. Appropriate guidelines for progression in the clinical setting were clearly presented.
  - a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
  
2. Clinical practice encouraged the development of my critical thinking skills
  - a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
  
3. Practicum assignments were appropriate in promoting my application of theory into clinical practice
  - a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
  
4. Faculty was aware of my strengths and limitations and assisted me appropriately
  - a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
  
5. Faculty encouraged evidence-based practice
  - a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
  
6. Faculty supervised students at the appropriate level to support autonomy but assure the safety of clients
  - a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
  
7. Faculty facilitated teacher-student interaction

- a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
8. Faculty provided feedback in a timely manner to keep me aware of my performance and progress in the course
- a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
9. Faculty was knowledgeable and skilled in the clinical area
- a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
10. Faculty helped me relate theoretical knowledge to the practicum experience.
- a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
11. Faculty conducted meaningful clinical conferences that supported the course objectives.
- a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
12. Faculty demonstrated an attitude of mutual respect
- a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
13. Faculty served as a role model of professional nursing
- a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
14. Faculty demonstrated enthusiasm in clinical instruction
- a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently
15. Faculty was available to assist me in the clinical area
- a. never or rarely
  - b. infrequently/inconsistently
  - c. frequently
  - d. consistently

Please write any comments on the back of the Scantron form. Thank you for completing this evaluation.

## ACADEMIC ADVISING

Full time faculty are expected to serve as academic advisors to students. The purpose of academic advising is to connect all students to the institution by building relationships, empowering students with the correct information to make effective decisions regarding their education, and to have a positive impact on student persistence, retention and satisfaction. Advising offers opportunities to influence the quality of the students' education, increase communication, build engagement, reinforce ownership, self-direction and serve as an early warning system for potential problems.

Incoming students will be assigned a permanent faculty advisor who will work with them during their time at BSMCON. The advisor is instrumental in helping foster student success and guiding the student's

educational experience. Students will be encouraged to get to know their advisor and meet with them as needed each semester in addition to the required advising periods. Advisors will use the appropriate advising plan in working with students. After initial advising, any changes in the curriculum plan need to be made in consultation with the advisor. If changes are made, a revised curriculum plan should be submitted by the advisor to the registrar to be placed in the student file. Changes in the original plan may result in requested courses not being available to the student.

### **Advisor Responsibilities**

Help students understand curriculum, policies, and procedures  
Encourage/guide students to develop realistic goals  
Advise on appropriate coursework and educational experiences  
Provide information about available resources at BSMCON  
Monitor student progress  
Assist students in working closely with their instructors  
Develop/strengthen study/test-taking skills  
Support students in making responsible decisions regarding their education

### **Student Responsibilities**

Schedule regular appointments/make contact with advisor each semester  
Come prepared to meetings with questions/materials for discussion

- Ask questions if something is unclear
- Share goals and interests with advisor
- Become knowledgeable about program, policies and procedures
- Accept responsibility for decisions
- Keep advisor informed of changes/progress/problems
- Be an active participant in the process

### **Student Notification System**

The Office of Student Success is committed to supporting students who are experiencing academic difficulty. It is imperative that faculty establish timely contact with the Office of Student Success regarding any student who is at-risk or demonstrates a pattern of unsatisfactory performance, academically or clinically. Forms ST 1.11 and ST 1.12 should be used for notification. As defined by Policy Number CUR 2.10, notification for non-clinical courses should go to the appropriate personnel; weekly meetings should be instituted between the instructor and student, and the Director for Student Success should be notified to provide supplemental support. Unsatisfactory clinical performance includes notification of appropriate personnel and an instructor/student conference to create an action plan, with consequences defined if expected performance isn't demonstrated. If at any point over the course of the semester, there are non-academic concerns regarding a student, the Office for Student Success can provide appropriate resources or referrals.

At a minimum, notification forms should be used at midterm, for students who demonstrate unsatisfactory progress in a course. Best practices dictate that the earlier a student is identified, the more likely they are to get help and experience academic recovery. The expectation is that course faculty and advisors will work with students considered at-risk. Student Success will work with any student to provide learning support and success strategies. Advisors are expected to respond to Notification of Student Performance memos by reaching out to their advisees to provide appropriate support and/or referrals based on the individual student's circumstances.

### **Student ADA Accommodations Process**

The Office of Student Services assists students with disabilities in obtaining appropriate academic adjustments during the course of their studies. If a student believes that he or she may need and wants

such an academic adjustment, the student should first read this section of the student handbook and then contact the Director of Student Success.

BSMCON seeks to comply with all applicable laws, including Section II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. The College provides appropriate academic adjustment as necessary to ensure that it does not discriminate on the basis of disability.

If a student wants the College to provide accommodations, he or she must submit current supporting documentation (documentation that is no older than 3 years), in accordance with the guidelines referenced in the student handbook. Once academic adjustments are granted, it is the student's responsibility to register each semester thereafter with the Office of Student Success in order to maintain his or her eligibility to continue receiving accommodations.

Once the documentation has been reviewed and approved, a confidential memo will be provided to the student. Only the student can elect to disclose the accommodations they are eligible to receive. Upon receiving the memo from a student, faculty will also be given the forms of this policy (Form # ST 1.30), so arrangements can be made for testing accommodations. The Office of Student Success will make every reasonable effort to provide accommodations. In extenuating circumstances, course faculty may be needed to provide proctoring support. Proctoring is typically scheduled for the entire semester, and students are provided a schedule for the given semester. Students cannot receive accommodations consideration without appropriate documentation.

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## **APPENDIX A – FACULTY JOB DESCRIPTIONS**

**TITLE: Instructor**

**DEPARTMENT: College of Nursing**

**REPORTS TO: Dean**

**FLSA: Exempt**

### **I. PRIMARY FUNCTION & GENERAL PURPOSE OF POSITION**

Functions within the framework of the philosophy and goals of Bon Secours Richmond and the Bon Secours Memorial College of Nursing. Participates in the assessment, planning, implementation, analysis, and evaluation of the curriculum. Responsibilities include classroom and clinical instruction, professional and scholarly activities, and student advisement. Practices nursing according to the Code for Nurses of the American Nurses' Association. Participates in the faculty and school organizations, and forms responsibilities with the professional community. Interprets and articulates the curriculum to students, alumni, cooperating agencies, and other stakeholders.

### **II. EMPLOYMENT QUALIFICATIONS**

1. Bachelor of Science Degree in Nursing Required. Master's of Science in Nursing required. Doctorate degree in nursing or a related field preferred. (If an applicant possesses a degree in a field other than nursing, an individual evaluation will occur.)
2. A minimum of 2 years of clinical experience as a registered nurse.
3. A minimum of 2 years of teaching experience in nursing at the college level preferred.
4. Current license to practice as a registered nurse in the Commonwealth of Virginia is required.
5. Professional certification preferred.
6. Proficiency in the areas of communication, computer and instructional technology, interpersonal skills, and clinical practice are required.
7. Occasionally must exert force to lift and/or move objects up to 40 lbs.

### III. ESSENTIAL JOB FUNCTIONS

#### Teaching

1. Facilitates teaching and learning in the classroom, and/or practicum setting.
2. Establish relationships with students and provides student support as a role model, advisor, and advocate.
3. Utilizes a variety of teaching methods to engage the learner.
4. Implements evidence-based assessment and evaluation practices.
5. Create a learning environment that fosters the socialization to the role of the nurse with self-reflection and goal setting.
6. Offer resources to diverse learners to meet their needs.
7. Provide timely, constructive, and thoughtful feedback to learners.
8. Implements the curriculum and curriculum revisions using appropriate strategies.
9. Recognizes that career enhancement needs and activities change as experience is gained in the role.
10. Engages in activities that promote personal socialization to the role.
11. Creates opportunities for learners to develop their critical thinking, clinical judgment, and clinical reasoning skills.

#### Service

1. Serves as an active participant on Bon Secours Memorial College of Nursing committees.
2. Actively participates in college activities and graduation.
3. Demonstrates the knowledge, skills, and attitudes to shape and implement change.
4. Evaluates organizational effectiveness in nursing education.
5. Models cultural sensitivity when advocating for change.
6. Serve as a role model of professional nursing
7. Provides advising for students.

#### Practice

1. Maintains clinical competency in practice area.
2. Contracts a percentage of annual allotted work time, outside of teaching, to clinical practice in clinical specialty.
3. Maintains professional development through participation in learning opportunities for clinical competence and educational development.

#### Scholarship

1. Demonstrates a commitment to lifelong learning.
2. Draws on existing literature to design evidence-based teaching and evaluation practices.
3. Utilizes and promotes evidence-based practices in teaching and practice.

**TITLE: Assistant Professor**  
**DEPARTMENT: College of Nursing**  
**REPORTS TO: Dean**

**FLSA: Exempt**

I. PRIMARY FUNCTION & GENERAL PURPOSE OF POSITION

1. Functions within the framework of the philosophy and goals of Bon Secours Richmond and the Bon Secours Memorial College of Nursing. Participates in the assessment, planning, implementation, analysis, and evaluation of the curriculum. Responsibilities include teaching, service, practice, and scholarship. Practices nursing according to the Code for Nurses of the American Nurses' Association. Participates in the faculty and school organizations, and forms responsibilities with the professional community. Interprets and articulates the curriculum to students, alumni, cooperating agencies, and other stakeholders. Embraces the philosophies of caring and servant leadership.

II. EMPLOYMENT QUALIFICATIONS

1. Bachelor of Science Degree in Nursing Required. Master's of Science in Nursing required. Doctorate degree in nursing or a related field preferred. (If an applicant possesses a degree in a field other than nursing, an individual evaluation will occur.)
2. A minimum of 2 years of clinical experience as a registered nurse.
3. A minimum of 2 years of teaching experience in nursing at the college level preferred.
4. Current license to practice as a registered nurse in the Commonwealth of Virginia is required.
5. Professional certification preferred.
6. Proficiency in the areas of communication, computer and instructional technology, interpersonal skills, and clinical practice are required.
7. Occasionally must exert force to lift and/or move objects up to 40 lbs.

III. ESSENTIAL JOB FUNCTIONS

Teaching

1. Establish relationships with students and provides student support as a role model, advisor, and advocate.
2. Develops, implements, and evaluates course educational plan.
3. Oversees full and part time instructors teaching within his/her courses.
4. Facilitates teaching and learning in the classroom and/or practicum setting.
5. Grounds teaching, assessment, and evaluation strategies in educational theory and evidence-based teaching practices.
6. Utilizes a variety of teaching methods to engage the learner.
7. Demonstrates content knowledge and clinical competence.
8. Foster the knowledge, skills, and attitude development of learners.
9. Create a learning environment that fosters the socialization to the role of the nurse with self-reflection and goal setting.
10. Offer resources to diverse learners to meet their needs.
11. Provide timely, constructive, and thoughtful feedback to learners.
12. Implements the curriculum and curriculum revisions using appropriate change theories and strategies.
13. Recognizes that career enhancement needs and activities change as experience is gained in the role.
14. Engages in activities that promote one's socialization to the role.
15. Participates in professional development opportunities that increase one's effectiveness in the role.
16. Uses information technologies skillfully to support the teaching-learning process
17. Engages in self-reflection and continues learning to improve teaching practices that facilitate learning.

18. Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students.
19. Creates opportunities for learners to develop their critical thinking, clinical judgment, and clinical reasoning skills.
20. Competently provides oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts
21. Offer resources to diverse learners to meet their needs.
22. Uses assessment and evaluation data to enhance the teaching-learning process.
23. Demonstrates knowledge of curriculum development, including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies.
24. Creates and maintains community and clinical partnerships that support educational goals.
25. Mentors junior faculty in the area of teaching.

#### Service

1. Serves as an active participant on Bon Secours Health System or Memorial College of Nursing committees.
2. Serves as a leader within professional organizations or demonstrates significant community service.
3. Participates in program governance.
4. Actively participates in college activities and graduation.
5. Serve as a role model of professional nursing to include, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy.
6. Demonstrates the knowledge, skills, attitudes to shape and implement change.
7. Evaluates organizational effectiveness in nursing education
8. Models cultural sensitivity when advocating for change.
9. Implements strategies for organizational change.
10. Uses knowledge of legal and ethical issues, relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment.
11. Mentors and supports faculty colleagues.
12. Competently provides advising for students.

#### Practice

1. Maintains clinical competency in practice area.
2. Contracts a percentage of annual allotted work time, outside of teaching, to clinical practice in clinical specialty.
3. Maintains professional development through participation in learning opportunities for clinical competence and educational development.
4. Completes 12 hours of continuing education or academic course equivalents as defined by ANCC per year.

#### Scholarship

1. Contracts allotted annual work time to participate in/on at least one research study, research committee, or evidence-based practice initiative OR completes one publication and/or grant writing activity per year.
2. Draws on extant literature to design evidence-based teaching and evaluation practices
3. Utilizes and promotes evidence-based practices in teaching and practice.

**TITLE: Associate Professor**  
**DEPARTMENT: College of Nursing**  
**REPORTS TO: Dean**

FLSA: Exempt

I. PRIMARY FUNCTION & GENERAL PURPOSE OF POSITION

Functions within the framework of the philosophy and goals of Bon Secours Richmond and the Bon Secours Memorial College of Nursing. Participates in the assessment, planning, implementation, analysis, and evaluation of the curriculum. Responsibilities include teaching, service, scholarship, and/or practice. Practices nursing according to the Code for Nurses of the American Nurses' Association. Participates in the faculty and school organizations, and forms responsibilities with the professional community. Interprets and articulates the curriculum to students, alumni, cooperating agencies, and other stakeholders. Embraces the philosophies of caring and servant leadership.

II. EMPLOYMENT QUALIFICATIONS

1. Bachelor of Science Degree in Nursing Required. Master's of Science in Nursing required. Doctorate Degree in Nursing or a related field required. (If an applicant possesses a degree in a field other than nursing, an individual evaluation will occur.)
2. Educational background – master's, post-masters, or 9 graduate credits in education or successful completion of certified nurse educator certification.
3. A minimum of 2 years of clinical experience as a Registered Nurse required.
4. A minimum of 2 years of teaching experience in nursing at the college level required.
5. Current license to practice as a RN in the Commonwealth of Virginia is required.
6. Professional certification preferred.
7. Proficiency in the areas of communication, computer and instructional technology, interpersonal skills, and clinical practice are required.
8. Occasionally must exert force to lift and/or move objects up to 40 lbs.

III. ESSENTIAL JOB FUNCTIONS

- Teaching
1. Establish relationships with students and provides student support as a role model, advisor, and advocate.
  2. Develops, implements, and evaluates course educational plan.
  3. Provides leadership and direction to the Bon Secours Memorial College of Nursing to include development, implementation, and evaluation of the curriculum.
  4. Oversees full and part time instructors teaching within his/her courses.
  5. Facilitates teaching and learning in the classroom and/or practicum setting.
  6. Grounds teaching, assessment, and evaluation strategies in educational theory and evidence-based teaching practices.
  7. Utilizes a variety of teaching methods to engage the learner.
  8. Demonstrates content knowledge and clinical competence.
  9. Foster the knowledge, skills, and attitude development of learners.
  10. Create a learning environment that fosters the socialization to the role of the nurse with self-reflection and goal setting.
  11. Offer resources to diverse learners to meet their needs.
  12. Provide timely, constructive, and thoughtful feedback to learners.
  13. Implements the curriculum and curriculum revisions using appropriate change theories and strategies.
  14. Recognizes that career enhancement needs and activities change as experience is gained in the role.
  15. Engages in activities that promote one's socialization to the role.
  16. Participates in professional development opportunities that increase one's effectiveness in the role.
  17. Uses information technologies skillfully to support the teaching-learning process

18. Engages in self-reflection and continues learning to improve teaching practices that facilitate learning.
19. Creates opportunities for learners to develop their critical thinking, clinical judgment, and clinical reasoning skills.
20. Competently provides oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts
21. Offer resources to diverse learners to meet their needs.
22. Uses assessment and evaluation data to enhance the teaching-learning process.
23. Participates in curriculum development, including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies.
24. Creates and maintains community and clinical partnerships that support educational goals.
25. Mentors junior faculty in the area of teaching. Provides student support as a role model, advisor, and advocate.

#### Service

1. Serves as an active participant on Bon Secours Health System or Memorial College of Nursing committees.
2. Serves as a leader within professional organizations or demonstrates significant community service.
3. Participates in program governance.
4. Provides consultation on educational activities as needed to the college, health system, professional organizations, and/or the community.
5. Actively participates in college activities and graduation.
6. Serve as a role model of professional nursing to include, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy.
7. Demonstrates the knowledge, skills, attitudes to shape and implement change.
8. Evaluates organizational effectiveness in nursing education
9. Models cultural sensitivity when advocating for change.
10. Implements strategies for organizational change.
11. Uses knowledge of legal and ethical issues, relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment.
12. Mentors and supports faculty colleagues.
13. Competently provides advising for students..

#### Practice

1. Maintains clinical competency in practice area .
2. Contracts a percentage of annual allotted work time, outside of teaching, to clinical practice in clinical specialty. Practice is encouraged, but not required for academic doctorates. Clinical doctorates are encouraged to provide clinical consultation.
3. Maintains professional development through participation in learning opportunities for clinical competence and educational development.
4. Completes 12 hours of continuing education or academic course equivalents as defined by ANCC per year.

#### Scholarship

1. Draws on extant literature to design evidence-based teaching and evaluation practices.
2. Utilizes and promotes evidence-based practices in teaching and practice
3. Contributes significant scholarship for the discipline of nursing and/or nursing education through participation in at least one research study, research committee, or evidence-based practice initiative OR completes one publication and/or grant writing activity per year.

**TITLE: Professor**  
**DEPARTMENT: College of Nursing**  
**REPORTS TO: Dean**

**FLSA: Exempt**

**I. PRIMARY FUNCTION & GENERAL PURPOSE OF POSITION**

Functions within the framework of the philosophy and goals of Bon Secours Richmond and the Bon Secours Memorial College of Nursing. Participates in the assessment, planning, implementation, analysis, and evaluation of the curriculum. Responsibilities include teaching, service, scholarship, and/or practice. Practices nursing according to the Code for Nurses of the American Nurses' Association. Participates in the faculty and school organizations, and forms responsibilities with the professional community. Interprets and articulates the curriculum to students, alumni, cooperating agencies, and other stakeholders. Embraces the philosophies of caring and servant leadership

**II. EMPLOYMENT QUALIFICATIONS**

1. Bachelor of Science Degree in Nursing Required. Master's of Science in Nursing required. Doctorate Degree in Nursing or a related field required. (If an applicant possesses a degree in a field other than nursing, an individual evaluation will occur.)
2. Educational background – master's, post-masters, or 9 graduate credits in education or successful completion of certified nurse educator certification
3. A minimum of 2 years of clinical experience as a registered nurse required.
4. A minimum of 2 years of teaching experience in nursing at the college level required.
5. Current license to practice as a RN in the Commonwealth of Virginia is required.
6. Professional certification preferred.
7. Proficiency in the areas of communication, computer and educational technology, interpersonal skills, and clinical experience are required.
8. Occasionally must exert force to lift and/or move objects up to 40 lbs.

**III. ESSENTIAL JOB FUNCTIONS**

Teaching

1. Establish relationships with students and provide student support as a role model, advisor, and advocate.
2. Develops, implements, and evaluates course educational plan.
3. Provides leadership and direction to the Bon Secours Memorial College of Nursing to include the development, implementation, and evaluation of the curriculum and to state, regional, national, or international nursing education.
4. Oversees full and part time instructors teaching within his/her courses.
5. Facilitates teaching and learning in the classroom and/or practicum setting.
6. Grounds teaching, assessment, and evaluation strategies in educational theory and evidence-based teaching practices.
7. Utilizes a variety of teaching methods to engage the learner.
8. Demonstrates content knowledge and clinical competence.
9. Create a learning environment that fosters the socialization to the role of the nurse with self-reflection and goal setting.
10. Offer resources to diverse learners to meet their needs.
11. Provide timely, constructive, and thoughtful feedback to learners.
12. Recognizes that career enhancement needs and activities change as experience is gained in the role.
13. Engages in activities that promote one's socialization to the role.
14. Participates in professional development opportunities that increase one's effectiveness in the role.
15. Uses information technologies skillfully to support the teaching-learning process

16. Engages in self-reflection and continues learning to improve teaching practices that facilitate learning.
17. Creates opportunities for learners to develop their critical thinking, clinical judgment, and clinical reasoning skills.
18. Offer resources to diverse learners to meet their needs.
19. Uses assessment and evaluation data to enhance the teaching-learning process.
20. Participates in curriculum development, including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies.
21. Creates and maintains community and clinical partnerships that support educational goals.

#### Service

1. Serves as an active participant on Bon Secours Health System or Memorial College of Nursing committees.
2. Serves as a leader within professional organizations or demonstrates significant community service.
3. Participates in program governance.
4. Provides leadership on educational activities as needed to the college, health system, professional organizations, and/or the community.
5. Actively participates in college activities and graduation.
6. Serve as a role model of professional nursing to include, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy.
7. Evaluates organizational effectiveness in nursing education
8. Models cultural sensitivity when advocating for change.
9. Implements strategies for organizational change.
10. Uses knowledge of legal and ethical issues, relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment.
11. Mentors and supports faculty colleagues.
12. Competently provides advising for students.

#### Practice

1. Maintains clinical competency in practice area.
2. Contracts a percentage of annual allotted work time, outside of teaching, to clinical practice in clinical specialty. Practice is encouraged, but not required for academic doctorates. Clinical doctorates are encouraged to provide clinical consultation.
3. Maintains professional development through participation in learning opportunities for clinical competence and educational development.
4. Completes 12 hours of continuing education or academic course equivalents as defined by ANCC per year.

#### Scholarship

1. Draws on extant literature to design evidence-based teaching and evaluation practices.
2. Utilizes and promotes evidence-based practices in teaching and practice
3. Contributes significant scholarship for the discipline of nursing and/or nursing education through participation in at least one research study, research committee, or evidence-based practice initiative OR completes one publication and/or grant writing activity per year.
4. Mentors junior faculty in areas of scholarship interests.
5. Regularly represents College through regional, national, and/or internationally presentations, and/or professional organization leadership.

The above statements for all positions are intended to describe the general nature and level of work being performed by people assigned to this classification and are not to be construed as an exhaustive list or contract, and employment with Bon Secours Richmond Health System is “at will.”

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## APPENDIX B – CURRICULUM COORDINATOR & MANAGER, RN TO BSN JOB DESCRIPTIONS

**TITLE: Curriculum Coordinator**  
**DEPARTMENT: School of Nursing**  
**REPORTS TO: Dean**

**FLSA: Exempt**

### I. PRIMARY FUNCTION & GENERAL PURPOSE OF POSITION

Functions within the framework of the philosophy and goals of Bon Secours Richmond and the Bon Secours Memorial College of Nursing. Develops a culture providing motivation, participation, and opportunities for employee initiatives. Works with and through other people to achieve key tasks and activities including managing the work of a team of colleagues, curriculum planning and resource provision, managing structures and processes, and the evaluation of faculty and section courses. Additional responsibilities includes some student instruction, advisement, professional and scholarly activities as it relates to a minimum of the Assistant Professor role. Practices nursing according to the Code for Nurses of the American Nurses' Association. Participates in the faculty and school organizations, and forms relationships within the professional community. Interprets and articulates the curriculum to students, alumni, cooperating agencies, and other stakeholders.

### II. EMPLOYMENT QUALIFICATIONS

1. Bachelor of Science Degree in Nursing Required. Master's of Science in Nursing required. Doctorate degree in nursing or a related field preferred.
2. A minimum of 2 years of clinical experience as a registered nurse.
3. A minimum of 2 years of teaching experience in nursing at the college level preferred.
4. Current license to practice as a registered nurse in the Commonwealth of Virginia is required.
5. Professional certification preferred.
6. Proficiency in the areas of communication, computer and instructional technology, interpersonal skills, and clinical practice are required.
7. Occasionally must exert force to lift and/or move objects up to 40 lbs.
8. At minimum, must meet the requirements for Assistant Professor.

### III. ESSENTIAL JOB FUNCTIONS

1. Provides leadership, engagement and management of the faculty of the assigned section.
2. Conducts performance appraisals of section faculty to include teaching effectiveness.
3. Establishes course and schedule assignments for section in consultation with the Assistant Dean of Undergraduate Programs.
4. Provides oversight for the planning, implementation and evaluation of the curriculum within the section to ensure efficacy and alignment with regulatory and accreditation requirements.
5. Uses data to monitor section outcomes as it relates to overall student learning and program outcomes and leads change for performance improvement.
6. Establishes and maintains relationships with nursing leadership of clinical sites and monitors the efficacy of the sites in relationship to the curriculum.
7. Guides section faculty to the common mission and vision of Bon Secours Virginia.
8. Supports section faculty in pursuit of teaching, service, practice and scholarly activities.
9. Promotes professional development opportunities for section faculty.



### III. ESSENTIAL FUNCTIONS:

1. Supervises, coordinates, and administers the development, implementation, and evaluation of the RN to BSN program that meets the needs of the working student.
2. Provides oversight for the planning, implementation and evaluation of the program curriculum within the program to ensure efficacy and alignment with regulatory and accreditation requirements.
3. Develop and implements program format to support distance education.
4. Uses data to monitors program outcomes as it relates to overall student learning and program outcomes and leads change for performance improvement.
5. Manages program instructors and preceptors and evaluates performance.
6. Guides program faculty to the common Mission and Vision of Bon Secours Virginia.
7. Supports program faculty in pursuit of teaching, service, practice and scholarly activities.
8. Promotes professional development opportunities for program faculty.
9. Ensures orientation of new faculty and preceptors, with attention to individual faculty needs and provides mentoring opportunities.
10. Works closely with Student Services for the development and implementation of recruitment, admission and retention of program students.
11. Executes responsible budget planning and management.
12. Fosters a positive learning environment supports the integration of the core values of the Sisters of Bon Secours.
13. Advocates for the needs of students by demonstrating attentiveness and sensitivity to learning needs of students.
14. Honors confidentiality and protects the rights and human dignity of others.
15. Exemplifies competencies in professional and ethical behavior.
16. Supports diversity and values differences that strengthen the organization and improve the community and school.
17. Cultivates an organizational culture that fosters teamwork and employee engagement.
18. Participates in school and graduation activities.
19. Carries other duties as assigned.
20. Maintains professional competence through participation in continuing education and membership in professional associations.

**The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification and are not to be construed as an exhaustive list or contract, and employment with Bon Secours Richmond Health System is “at will.”**