



FACULTY FOCUS

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Our Mission

Galen College of Nursing, driven by a culture dedicated to expanding access to nursing education, prepares diverse learners to demonstrate excellence and compassion in nursing through an educational approach immersed in innovation, technology, and student support.

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Midterm Grades and Other Thoughts

1. Midterm grades are due Wednesday February 14, 2018 by 8 am EST. These are to be posted in the faculty portal.
 - Midterm grades are required for all classes that have met at least once, including clinicals that have only held orientation.
 - Midterm grades are reflect the standing of the student at the end of week 6 of the term.
 - Students are given the grade that has been earned to this point in the term. If they have not had tests nor had evaluations, then they are in good standing on this date.
 - The grades for pass/fail classes are to be either "S" for satisfactory or "U" for unsatisfactory.
 - The grades for non-pass/fail classes are to be the numeric grade and would not include "I." There are no incompletes at the mid-point of the term since it just a snapshot in time.
2. Midterm is also the time to begin completing the Faculty Evaluation of the Course forms so they are not left to be done at the end of the quarter rush-to-finish.
3. Another consideration as we near midterm – have you had your course meetings for Spring 2018 (Campus or College-wide)? Having these earlier in the quarter allows more time for any changes that need to be made. If you have not had a meeting or had one scheduled, contact your theory instructor or course facilitator.



Galen Lab Values

Mary Alice Tolbert, MSN, RN

As most of you know, Galen has developed a list of standardized lab values for use in the classroom, lab, and at clinical. This information is reviewed on a regular basis in order to insure that the information is current. The latest set of lab values can be found in two places:

- On the [ERC](#), under [Skills Lab Review](#) in the [Teaching Resources area](#).

Resource Center

Your guide to Galen resources.

HOME EMPLOYEE RESOURCES » TRAINING RESOURCES » TEACHING RESOURCES »

Teaching Resources > Skills Lab Review

Skills Lab Review

This page is for reviewing skills lab videos from the Cincinnati Cam protected.

Skills Lab

- Standardized Lab Values [07/26/17]

Clinical Sim Scenarios

Faculty Development

Faculty Presentations

Faculty Training Videos

Skills Lab Review

Instructions

Simply click on each video to play.

Other pages in... Teaching Resources

ATI Documentation

Clinical Sim Scenarios

Faculty Development

Faculty Presentations

Faculty Training Videos

Skills Lab Review

#/faculty-resources/skills-lab-review/

- In Canvas, under Library & Resources. ***The Canvas location is available to both faculty and students.***

Dashboard

Courses

Calendar

Inbox

Commons

Help

Files

Conferences

Collaborations

Chat

Browse NBC Learn

Library & Resources

Assignments

Quizzes

Outcomes

Due Dates Summary

Galen Faculty Tools

Course Resources

CDC - CDC website to assist in understanding pathophysiology.

Purdue Online Writing Lab - confused about proper APA formatting for that upcoming paper? This handy site shows example citations, sample papers, and spells out how to format for APA to get the most points possible!

National Library of Medicine - over 17 million articles published in journals from the US and 80 other countries indexed by the National Library of Medicine.

FDA - and not just drugs, but supplements, medical devices, vaccines, blood, and more. A comprehensive listing straight from the source - the USFDAI Searchable database makes it easy to find - if it's available for prescription, it's here.

Lab Tests Online - what the lab means, why it's ordered, how it's done and interpreting the results. Great for patients and providers.

Galen Standardized Laboratory Values - Revised July 2017

Please make sure your students know where they can find this important information.

Don't Move!

Jonda Brinner, CPA, Director, Office of Academic Records

"Hey, the room next door is empty and has more space...I think I'll just move over there!"

"It would be so much better for me and my students if this class started 20 minutes later!"

Have you had thoughts like these? Some of our instructors have and have acted on them. Unfortunately, they didn't fully understand the impact of these decisions.

Our rooms are valuable commodities; we use them not just for our classes, but also for meetings and special events. They are reserved/booked by the registrars. If you move into a room that looks available, you may not be aware of other things that are scheduled there for that day or classes that are starting in 30 minutes who will not know where to go when they arrive and their room is filled with another class and a different instructor. The converse is true for your student who may be unavoidably late and is unable to find your class. We also have a concern about locating people in an emergency, whether it is one student we need to locate or a campus-wide emergency. We need to know where classes are.

When the schedules are developed, we consider other classes your students need to attend, the resources we have available, and other demands that come into play. Your students also build their personal lives around the schedule, babysitters, work, travel time, etc. When the schedule shifts this has the potential to impact them negatively. Even if you ask them about the change, they may not feel comfortable being the only one in the class who says "no this won't work for me."

We really need you to stick to the schedule as published. If you have an issue with your class, please meet with the program director and the campus registrar to discuss the situation, and we will try to work with you. However, we do ask that you not alter your class meeting time or location without making sure that it has been done in the official schedule beforehand.



Qualified Faculty Determination Standards Forms (QFDS)

Beth A. Tanner, Academic Operations Coordinator

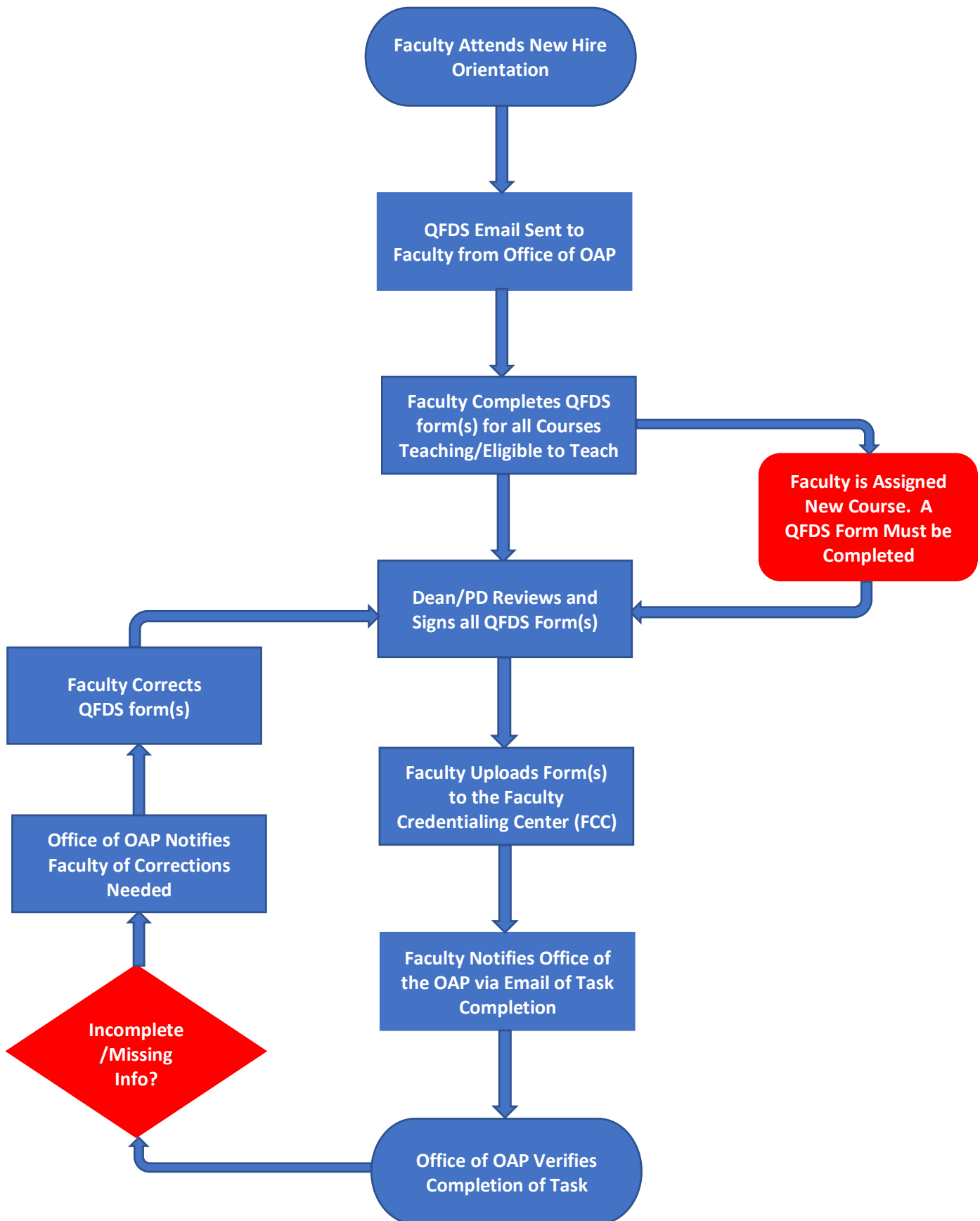
In 2016, Galen College of Nursing created a credentialing process that aligns accreditation standards and validates that the College employs qualified faculty. All faculty members are required to complete *Qualified Faculty Determination Standards* (QFDS) form(s) for **any course the faculty member is eligible to teach. A separate QFDS form must be completed for each course.** All sections of the two-page document must be completed in full, signed by the faculty member and verified and signed by the faculty member's dean or program director. Once the form(s) are completed, verified, and signed, it is the responsibility of the **faculty member** to upload the document(s) into the Faculty Credentialing Center (FCC), located in Canvas™ LMS.

So, when does this process begin? All new faculty must participate in new-hire orientation. Once the new-hire orientation is completed, the Office of the Academic President (OAP) will notify the faculty member via email regarding the requirement to complete QFDS form(s). This email contains thorough instructions on correctly completing the form(s), a FAQs document, step-by-step instructions on accessing the FCC and properly uploading the QFDS form(s), and a deadline for task completion. After the form(s) is completed, signed, and uploaded into the FCC, the faculty member should notify OAP via email that the task has been accomplished. OAP will verify that the form(s) have been successfully uploaded, completed in full and signed by both the faculty member and dean or program director. If there are any issues with the form, OAP will contact the faculty member with additional information.

To facilitate a trouble-free faculty credentialing process, it helps to keep the following information in mind:

- Faculty and deans must work together to complete this process. It is the faculty member's responsibility to complete and upload the form(s) and it is the dean's responsibility to verify the information submitted.
- Any QFDS forms uploaded that have NOT been completed in full, signed, and dated by both the faculty member and dean or program director are considered invalid and must be corrected.
- **During employment with Galen, if a faculty member is assigned to teach a course not previously taught, a QFDS form must be completed, signed, and uploaded into the Faculty Credentialing Center.**
- Completion of the QFDS form(s) is not optional. All faculty must verify credentials to teach courses through this process, and it must be done in a timely manner.
- Faculty members are responsible for making sure the QFDS forms are properly uploaded into the Faculty Credentialing Center.
- The Faculty Credentialing Center can be accessed by logging in to Canvas™ LMS.
- Blank QFDS forms, a FAQ document, and step-by-step instructions on uploading completed forms into the Faculty Credentialing Center can be found in the Employee Resource Center on the Academic Operations page under the bullet point labeled, [General Information](#).
- For more information on the QFDS form completion process, please review the QFDS flowchart located on the following page.
- If there are any questions or if additional assistance is needed regarding the credentialing process, please contact your dean or program director.

Qualified Faculty Determination Standards (QFDS) Form Process



Learning Outcomes Workshop Follow-up & A Short Checklist When Writing Learning Outcomes

Jason Oliver, MS

First, I want to say thanks to all who were able to attend one of the live online workshop sessions I hosted on Jan. 24th and 25th, 2018. It was a great turnout, and I have received some wonderful feedback. Whether you were able to attend or not, below, I have provided a short recap of some major takeaways from the workshop.

- A learning outcome is a statement of what a learner is expected to know, understand, and do as a result of learning.
- Outcomes are important because they guide everything we do as educators.
- An outcome should be simple, specific, and use one measurable action verb.
- We should avoid vague, non-measurable verbs.
- Based on the Revised Bloom's Taxonomy, there are three types of learning (cognitive, affective, and psychomotor), but we primarily focus on the cognitive domain in the United States.
- Use learning outcomes to determine appropriate assessments and learning activities.

Also, in the workshop, we discussed various aspects of learning outcomes, including the importance, characteristics, and considerations when writing outcomes. Below is a short checklist of best practices to use when writing learning outcomes.

- Does each outcome begin with an action verb?
- Does each outcome use only one action verb?
- Have you avoided vague, non-measurable verbs such as know and understand?
- Have you used verbs that reflect the level of learning?
- Are the outcomes observable and measurable?
- Are the outcomes written in terms of what the learner does and not what the instructor does?
- Have you ensured the outcomes align with the course and program?

If you have any questions or would like a copy of my presentation or the recording, please email me at

joliver@galencollege.edu.

QEP Update

Laura Johnston White, M.S., Quality Enhancement Plan (QEP) Director

January 2018 begin the formal implementation Galen's QEP. This quarter we welcomed our first cohort of QEP students to the campuses with our enhanced new student orientation process, GPS T-shirts and GPS Student Success Planners. We are implementing the fully realized version of our student success course: GPS 101. As we near midterms, we've taught through the Disciplinary Literacy based component of the new GPS 101 curriculum. If you have any feedback please send it to Laura White or your local member of the QEP Leadership team.



The QEP Leadership Team has representatives on all campuses:

Main Campus and Hazard: Laura White, QEP Director

Louisville: Candice Gatewood, QEP Liaison

Cincinnati: Ellen Krumme, Lead Faculty

San Antonio: Jennifer Stewart, QEP Liaison and Omar Rodriguez, Lead Faculty

Tampa: Cali Garber, QEP Liaison

All Campuses: Megan McInnis, Canvas Technical Expert

Please reach out to your QEP Leadership team if you need any assistance.

Thank you to everyone who volunteered to participate in the QEP Implementation Council, QEP Assessment Subcommittee, GPS 101 Course Curriculum Committee and QEP Student Affairs Subcommittee. Your participation is greatly appreciated.

This quarter we'll be focusing on bringing the GPS 101 and GPS 1100 course curricula together so all our ADN and pre-licensure BSN students will take the same student success course. GPS 101 is tentatively scheduled to move from a 1 credit hour course to a 2 credit hour course in July to accommodate this change. If you are interested in teaching GPS 101 in March or in the future or would like to know more about the GPS course in general, please contact Laura White (lwhite@galencollege.edu) to be added to the GPS 101 Course Facilitators training. It's a self-paced course that contains all the lesson plans, learning activities and helpful resources a GPS instructor needs to get started facilitating the course.

Additional QEP information is available on the Galen Website: please view our webpage:

<http://www.galencollege.edu/about-galen/qep/>

Consolidating Support Options

Duane Hellums, Director of Information Technology and Chris Howat, Director of Administrative Computing

As part of our ongoing effort to increase our technology support system and communication about technology related issues, Information Technology (IT) and Administrative Computing have consolidated support email address. For any technology related issues, please email support@galencollege.edu for assistance. Issues will be routed to the correct support personnel who can assist you with your needs. Having one central address for support will help clear up the confusion as to which address to use for which product.

Any email sent to support@galencollege.edu enters into our *OS Ticket* support system (<https://support.galencollege.edu>). You can submit tickets through this support site as well. OS Tickets helps us keep track of the status of each request and allows us to communicate internally as departments and with you, our customer.

You can also help us provide you the best support possible by including the following information in every request:

- Description of the problem.
- Steps you have taken to troubleshoot the problem.
- If you can reproduce the problem, provide step-by-step instructions how to reproduce the issue.
- Legible screenshots displaying the URL (if applicable) or give enough context of the application to determine where the issue is located.

In short, include as much information as possible so that we can provide the quickest possible response to your issue. Additionally, it may be necessary for a technician to get more specific information from you concerning your request. Please respond to requests for more information as the technician assigned to your issue will be at a standstill until you provide more information.

As a reminder, below is a non-exhaustive list of products that we support.

- CampusVUE
- Portal for both faculty/staff and students
- Salesforce
- Canvas
- Password resets
- GEARS (Test Item Bank)
- Engage (Nurse Residency Resources – GCPD)
- Online Application
- OS Tickets
- Olark Chat
- Reports
- Document Center
- EMR
- Relay
- Rave
- Classroom Technology
- Email
- Network Connectivity
- Wireless
- Computers
- Laptops
- Software

GEARS Challenges: What Do I Do?

Kristina McKinney, MSN, RN, CNE

The spring 2018 quarter brought many challenges as four more courses were introduced to the GEARS item bank. Some of the challenges have been quick and easy fixes, while others have required some behind the scenes work to be done with reconfiguration of the system. Here are some frequently asked questions that address some of the challenges faced and the progress with fixing these barriers.

Q: Do I need to be on campus to use GEARS?

A: Yes, you need to be on campus to access the application.

Q: What is my username and password to log in?

A: Your username is your first initial plus last name (e.g. Jane Doe – jdoe). Your password is the same for logging into email or the ERC.

Q: Who do I contact if I can't log into GEARS?

A: Email support@galencollege.edu where a support ticket will be generated for assistance.

Q: How do I get a copy of the exam if I am not the primary instructor, but proctoring for an exam?

A: The Faculty Development Coordinator or Program Director will access the appropriate course and print one copy of the exam. This is to ensure that the coversheet populates with the correct information for the course. Making additional student copies for administration will be the responsibility of the proctor.

Q: How do I get the student response report imported into GEARS if I am proctoring for another instructor?

A: The exported student response report is emailed to support@galencollege.edu and gearsupport@galencollege.edu and someone from the GEARS team will import the report. Please include:

- a. The course number and section
- b. The course faculty name (not the proctor)
- c. The exam number

The GEARS design team is currently working on granting access to 504 accommodation proctors and secondary instructors that proctor for those teaching remote online courses. More information will be coming when that access is available, so those individuals can be granted access. Instruction sheets for accessing GEARS, printing exams, importing student responses, and printing a PDF exam answer key can be found in each course Dropbox folder.



Overview of the Course Development Process and Your Role as Faculty

By Amy Kennedy, Instructional Designer

The Online Technology and Instructional Design Team (OTID) recently revised its course development process to better fit the needs of the college and the faculty. Our goals in creating this new process are to:

- improve the quality of our online and web-enhanced courses
- better align our courses with our programmatic outcomes
- simplify the development process
- allow faculty to focus on their area of expertise
- ensure that our common curriculum is implemented across all campuses and classrooms

The OTID team works in partnership with the Curriculum Department and designated academic departments to identify courses that are ready for course development. The two departments continue to partner through all phases of development to ensure that our courses properly address our outcomes, adhere to our academic rigor standards, have strong assessments, and deliver the highest quality learning experience to our students.

How can you as a faculty be involved in the course development?

Faculty involvement in the course development process is crucial to the success of all courses. The development of both online and web-enhanced ground courses takes place through a coordinated effort and contributions from a team of subject matter experts (SMEs) like you collaborating with curriculum leaders, and members of the OTID team.

The Online Technology and Instructional Design (OTID) team have developed a new training course to assist faculty in preparing to become an SME. We built the new course around the principle of “Just In Time Training” which separates the different tasks of being an SME into individual modules for faculty to review at their own pace. It also allows the SMEs to complete the training that is specific to the assigned task, without having to review the entire course. The training course was designed specifically with the intent of giving faculty just the information they need, when they need it. If you would like access to the Subject Matter Expert Training and Resources Course in Canvas, please contact the OTID team at otid@galencollege.edu.

What are the steps involved in the course development process?

Development of both online and web-enhanced ground courses involves many steps divided into two major phases.

Phase 1: Analysis, Learning Outcomes, and Alignment focuses on analyzing data, curriculum needs, and content gaps and then addressing these by developing and aligning course and unit level learning outcomes, content, and assessments throughout the course.

1. **Data and Gap Analysis:** The lead Instructional Designer (ID) analyzes data from sources such as student evaluations, GEAR exam results, course pass rates, and ATI tests, to determine where gaps in learning exist so course content fills any gaps.
2. **Needs Assessment:** The curriculum team and faculty evaluate curriculum needs to determine the focus of the course content, alignment to existing curriculum maps and/or NCLEX blueprint, and overall structure and organization of the course content.
3. **Student Learning Outcomes (CSLOs):** The ID guides curriculum and faculty in writing course and unit outcomes to align with course assessments and content as well as developing course assessments (exams, discussions, assignments, etc.) and rubrics.
4. **Content and Assessment Alignment:** The ID guides the faculty in developing course content and assessments that align with both the CSLOs and USLOs.

Phase 2: Content and Media Development focuses on creating engaging and interactive media lessons and learning activities aligned to course content, CSLOs, USLOs, and assessments developed during phase 1.

1. **SME Creates Content:** Faculty SMEs create and submit storyboards or reference PowerPoints containing all necessary content for each topic in the course. The content should also include suggestions to enhance learning outcomes such as images, videos, knowledge checks, and interactive learning activities.

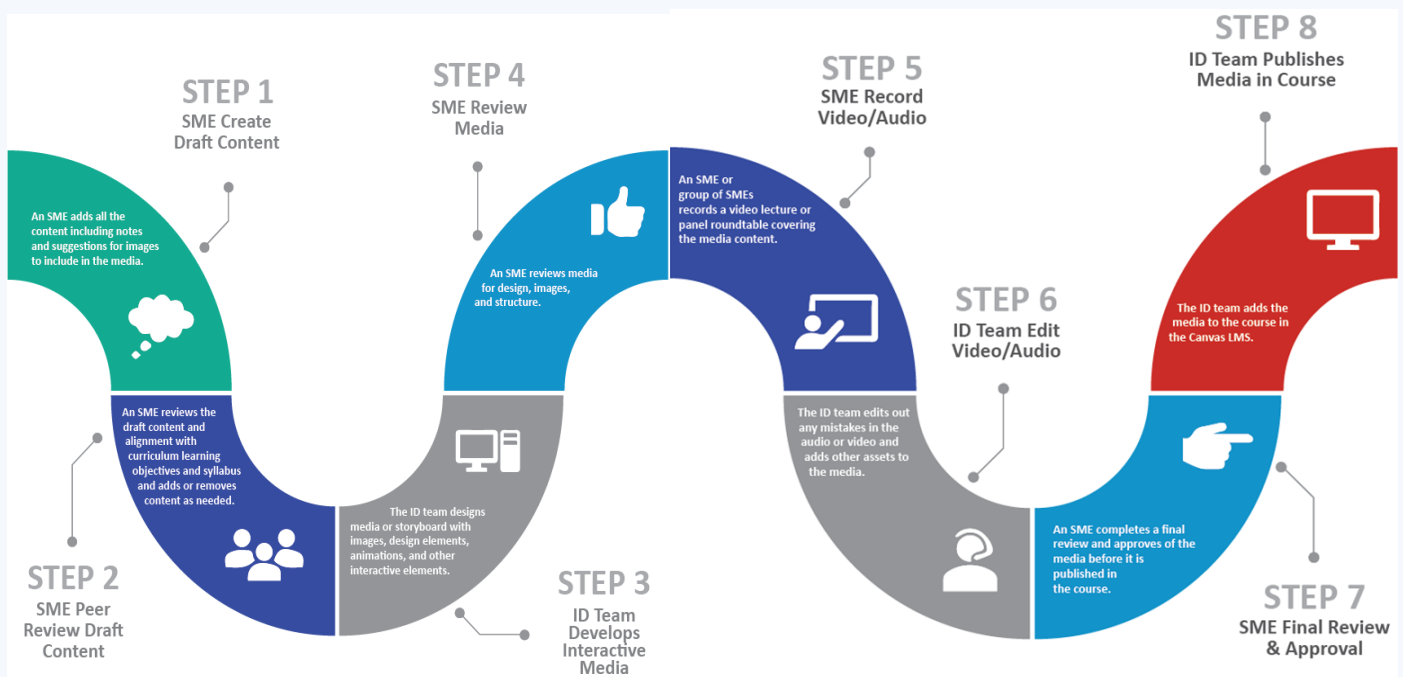
Continued on page 11

2. **SME Peer Reviews Content:** A peer faculty SME reviews submitted content for accuracy, curriculum alignment, relevancy, and completeness.
3. **OTID Team Develops Media:** The OTID team design visually appealing and engaging media from the SME content. The media will include elements such as, images, animations, videos, knowledge checks, and other interactive learning activities and assessments.
4. **SME Reviews Media:** The SME reviews all OTID team created media for content accuracy and functionality.
5. **ME Records Video:** If the media requires video, the SME works with the multimedia developer to record video lectures, panel discussions, or expert interviews covering the content.
6. **OTID Team Edits Video:** The OTID team edits the video recording and adds any additional graphics, text, or interactive elements to enhance the video segment.
7. **SME Completes Final Review:** The SME completes a final review and approval of the media before the ID team publishes it to the course.
8. **OTID Team Publishes Media in the Course:** The OTID team publishes the media to the course in the Canvas Learning Management System that is then available to students and course instructors for both online and web enhanced ground courses.

Faculty involvement and subject area expertise are vital throughout both phase 1: Analysis, Learning Outcomes, and Alignment and phase 2: Content and Media development.

Please contact the OTID team at otid@galencollege.edu for questions and more information.

To see a high resolution version of this diagram, visit: <https://tinyurl.com/>



Rank & Promotion

Congratulations to the following faculty who achieved the following Rank effective, January 1, 2018:

Assistant Professor

Cheryl Blackburn, MSN, RN, CNE – *San Antonio Campus*

Kimberly Clabaugh, MSN, RN – *Online RN to BSN*

Melissa Dimitri, MSN, RN, CPN – *Louisville Campus*

Joyce Dullaghan, MSN, RN – *Louisville Campus*

Theresa Hadley, MSN, APRN – *Louisville Campus*

Sandra Harshfield, MSN, APRN – *Louisville Campus*

Jeanette Jones, MSN, RN, CPN – *San Antonio Campus*

Ana Kronenthal, MSN, MBA-HCM, RN – *San Antonio Campus*

Jeanne Longbottom, MSN, CNE – *Cincinnati Campus*

Amber Moore, MSN, RN – *Louisville Campus*

Bonnie Parker, DNP, RN, CRRN, CNE – *Online RN to BSN*

Linda Reeder, MS, BSN, RN – *Louisville Campus*

Polly Reynolds, MSN, RN – *Louisville Campus*

Kay Ritchey, MSN, RN – *Tampa Bay Campus*

Renae Schondel, DNP, WHNP-BC, RN, CNE – *San Antonio Campus*

Shanti Srinivas, MA – *Arts & Sciences*

Holly Terry, MSN, BS, RN – *Louisville Campus*

Joseph Wetzel, MSN, RN – *Tampa Bay Campus*

Dolores White, DNP, RN – *Louisville Campus*

Dorothy Williams, DNP, MSN, RN – *San Antonio Campus*

Associate Professor

Ellen Fulmer, MSN, RN, CNE, IBCLC – *Louisville Campus*

Bradley Sarchet, PhD – *Arts & Sciences*

Buffy Simpson, MSN, RN, CNE – *Louisville Campus*

The above individuals join the list of existing ranked faculty.

Assistant Professor

Laura Beyerle, MSN, RN, CNE – Louisville Campus

Katie Bradshaw, MSN, RN, CNE – Louisville Campus

Brad Bulycz, MA – San Antonio Campus

Trina Campos, MSN, RN, CNE – San Antonio Campus

Peter Kik, MS – Louisville Campus

Jennifer Lee, MS – San Antonio Campus

Kristina McKinney, MSN, RN, CNE – Louisville Campus

Lisa Peak, MSN, RN, CNE – Louisville Campus

Candice Thomas-Gatewood, PhD – Louisville Campus

Laura Johnston White, MS – Cincinnati Campus

Associate Professor

Connie Cooper, EdD, RN, CNE – Louisville Campus

Dara Lanman, MSN, RN, CNE – Louisville Campus

Erin Lentz, PhD – Online Arts & Sciences

Blair Mackenzie, EdD, MBA, MFA – Online Arts & Sciences

Elizabeth Vaughn, PhD – Louisville Campus

Professor

Jennifer Stewart, PhD – San Antonio Campus



Please take a moment to congratulate your peers and colleagues for this significant accomplishment. We look forward to their continued success as role models, mentors, and outstanding educators at Galen College of Nursing.

Remember, in order to pursue Rank & Promotion, a letter of intent is due to your Dean by Sunday, April 1 at Midnight ET. Information about Rank & Promotion can be found on the [ERC](#) in the [Rank & Promotion Handbook](#)



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THE *FACULTY FOCUS* CAN
BE FOUND IN THE
ERC> EMPLOYEE
NEWSLETTER



Tech Corner: Course Evaluations

Nick Ullrich, M.S., Data Support Specialist

Instructor-course evaluations are right around the corner! Starting February 20th, pre-licensure students will be able to complete their course evaluations until March 20th, 2018.

On Wednesday, February 21st, faculty members will have access to view their response rates (via Canvas and from a link sent to your e-mail), but faculty won't be able to view their aggregate reports until after the term ends (assuming the minimum number of 5 responses and/or a minimum of a 25% response rate is met).

These evaluations are used to make improvements to the courses, and it is important that they are completed by as many students as possible. In addition to the faculty members increasing awareness of course evaluations, starting this term, each campus will post flyers in the common areas to help raise awareness.

How can I increase my response rates you ask? Not to fear, Tech Corner is here! Below are some tips you can use to help encourage students to complete their course evaluations:

1. **ENCOURAGE** and **REMIND** your students in class, via e-mail, or on the Canvas course page to complete their evaluations starting February, 20th.
2. Allow students 10 minutes at the beginning or end of class to complete their evaluation (they are able to complete their evaluations on their phone or tablet).
3. Explain to your students why the evaluations are important. This works best if you can provide an example of a change you made in the past based on student feedback.
4. Explain that you can't see individual responses, only an aggregate report, and only if enough students respond.
5. If all else fails, bribe them with food... !

If you have any questions or suggestions of things you do that has helped increased response rates in the past, please contact Institutional Effectiveness at ISupport@galencollege.edu.