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Allocation of Faculty Among Nursing Programs at a Community College

Jessica Ivey MSN

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Consultancy Project Executive Summary

Organization: Gardner-Webb University School of Education

Project Title: Allocation of Faculty Among Nursing Programs at a
Community College

Candidate: Jessica Ivey, MSN

Consultancy Coach: Dale S. Lamb, EdD

Defense Date: June 30, 2020

Authorized by: Allison Abernathy, DNP, Dean of Health and Human
Services

Amendment History

<u>Version</u>	<u>Issue Date</u>	<u>Changes</u>
Version 1	5/21/2020	Initial version.
Version 2	6/21/2020	Formatting and minor editing changes.

Approval

This consultancy project was submitted by Jessica Ivey under the direction of the persons listed below. It was submitted to Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

Dale S. Lamb, EdD Faculty Advisor
Gardner-Webb University

Date

Allison Abernathy, DNP, Site Advisor
Dean of Health and Human Services

Date

Acknowledgements

My journey through my doctoral degree has been influenced by so many situations and people. I refer to it as a journey because each step, class, semester, and year, I have grown and gained new knowledge. It has been a long and difficult journey, but so well worth it.

There are so many people that deserve acknowledgment, there is no way to list them all. First, I would like to thank my wonderful husband Rich and my daughter Katelyn. I feel like my husband has earned this degree as much as I have. This would not have been possible without their continuous love, support, and sacrifice. The Lord knew exactly what He was doing when he made us a family. Thank you for allowing me to pursue my dreams.

Next, I would like to thank my family and friends. Each of you have supported and encouraged me throughout the years. The constant words of encouragement, praise, and faithful prayers have helped maintain my drive to keep going. I have been blessed with good role models my entire life and I believe that is what has pushed me to be my best.

I also owe gratitude to my site advisor, Dr. Allison Abernathy. Dr. Abernathy has been an influential person for me throughout most of my career. It was a great pleasure to be able to work alongside her once again. I am grateful that she allowed me to work with her on a great project.

I would like to thank the professors at Gardner-Webb University. Their hard work and dedication to this program is evident in how much they care for each student. My

cohort's meaningful conversations in class, applying new knowledge, and being open to new ideas taught me so much about myself.

Abstract

Allocation of Faculty Among Nursing Programs at a Community College,
Ivey, Jessica, 2020: Consultancy Project, Gardner-Webb University.

Organizational structure is important in any business to ensure that organizational mission and goals are being met. The structure defines roles, establishes a hierarchy, and creates the culture for the organization. Establishing the structure will assist with communication, decision-making and the overall culture of the organization. Gaston College expressed a need to redesign their structure by combining all their nursing programs to create a School of Nursing. Currently, each nursing-related program is separated into their own departments/programs. This includes faculty and staff assigned to one program instead of allocating staff to multiple programs. This project consists of defining new roles, tracking faculty time, and monitoring the use of adjunct faculty.

Keywords: organizational structure, organizational culture, leadership, hierarchy, merging a nursing program

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1 Introduction

1.1 Project Purpose

Gaston College was founded in 1963 and has grown into one of the largest community colleges in North Carolina. The college promotes high-quality, comprehensive educational programs (Gaston College, 2020). Currently, the nursing programs at Gaston College are separated by discipline. Gaston College has three separate nursing options: Practical Nurse (PN) program, Associate Degree Nurse (ADN) program, and an LPN-RN option. The programs do not share instructors, budgets, or facilities. The organizational structure within the nursing programs creates a problem with how these programs operate. Organizational structure is defined as “the formal configuration between individuals and groups regarding the allocation of tasks, responsibilities, and authority within the organization” (Ajagbe, et al., 2016, p.65). Establishing the structure will assist with communication, decision-making and the overall culture of the organization.

The goal is to combine these programs under one umbrella and have a “School of Nursing” so that the college can achieve performance outcomes for all programs. The project will include redesigning the organizational chart, updating job descriptions, and allocating staff to the different programs and facilities.

1.2 Associated Documents

Nursing Director job description (Appendix A)
Faculty time cards example (Appendix B)
Professional Literature Review (Appendix C)

1.3 Project Plan Maintenance

The project plan was discussed and approved by the site advisor. The maintenance plan for the project was updated each semester with input from the dean. Once the new nursing director position was filled, she was included in the meetings. Meeting topics included reviewing project goals, faculty relationships, and financial gains.

2 Project Scope

This section provides an overview of the project's objectives, both from the partnering organization's perspective and from the student's perspective. The key success criteria and major risks are highlighted.

2.1 Outline of Partnering Organization's Objectives

2.1.1 Objectives

The vision for the nursing programs at Gaston College is to be a cohesive school of nursing. The leaders and the faculty see an opportunity for teaching across all programs and sharing resources including, equipment, labs and classrooms. The Dean of Health and Human Services, along with the finance department at the college, wish to streamline the budget into one for all programs. This will help with expenditures related to simulation equipment, computers, and fees associated with accreditation. A decrease in expenses was anticipated due to the decreased need for adjunct faculty in the clinical environment and the use of shared equipment and space.

2.1.2 Success Criteria

The main objective was to ensure that nursing students at Gaston College receive a high-quality education so that they can become professionals in the community. The faculty at the college place the students as their number one priority when making decisions. Their ultimate goal is to see the students succeed by performing well in all classes. Success is measured by students maintaining a passing grade in all classes, passing the National Council Licensure Exam (NCLEX) and securing jobs in the nursing profession.

2.1.3 Risks

There were several risks involved for the organization with the project, one being the magnitude of the project itself. Originally the first goal was to move the location of the PN program to the main campus and then start with restructuring. Moving an entire program proved to be extremely difficult so the decision was made to restructure first and continue to work on a plan for moving the location. Other risks associated with the project were time, financial means, willingness of faculty, and space.

2.2 Outline of Student's Objectives

2.2.1 Objectives

The first objective was to appoint a nursing director to oversee all the nursing programs. Also included was analyzing the new leadership position's effectiveness in moving the nursing program forward. Other objectives included evaluating faculty schedule cards in relation to actual teaching time to ensure all teaching time was being verified. This was accomplished by calculating faculty teaching, lab, clinical, and office time to allocate time within different programs. The evaluation of clinical time was key to decrease use of adjunct faculty.

2.2.2 Success Criteria

The success of the project was measured in several ways. The decrease use of adjunct faculty was measured by obtaining the financial statements for each department. Faculty time cards were reviewed to ensure all faculty were meeting their workload hours according to their job descriptions.

2.2.3 Risks

The risk associated with the undertaking of this project was primarily for the faculty involved in this change. When change occurs, there is always the possibility that employees will not adapt to the change and choose to leave the organization. Resignations can lead to vacant positions within the organization.

Initiating change in an academic setting will not only affect faculty but may affect students as well. Altering instructors, location, and curriculum may have a negative impact on student's performance. Also, any changes in curriculum may have an influence on National Council Licensure Exam (NCLEX) pass rates.

2.3 Definitive Scope Statement

The consulting student will assist in the evaluation and restructuring of the nursing programs at Gaston College.

3 Deliverables

3.1 To Partnering Organization

The first deliverable to the organization was to implement a new leadership position that has authority over all nursing programs. This was achieved and implemented early in the project. The new nursing director had to be in place to ensure that other changes could be implemented. A second deliverable was the program's need for a way to report, evaluate, and track faculty teaching time. This was trialed over one semester then implemented the following semester. The strict oversight of the teaching time allowed for full-time faculty to include clinical in their teaching load. This, in turn, helped to decrease the need for adjunct faculty. The last deliverable, moving all nursing programs into one building, is still ongoing.

The timeline for the project deliverables was followed and adjusted as needed.

3.2 From Student

The deliverables for the student included working with faculty at a local community college to learn best practice about organizational structure, culture, and formulating change. Also, assisting with research from other colleges, universities, and accrediting bodies were deliverables from the project.

4 Project Approach

4.1 Project Lifecycle Processes

The overall approach to starting this project was to first establish goals. Initially, our first goal was to move the physical location of the Practical Nurse program to the main campus. However, it was soon realized that other things would have to put in place first before that could occur. The major points associated with the project were as follows:

- Partnering with faculty: Faculty were included and supported throughout the process.
- Job Description: A new job description was created and approved by college administration. The position was posted and filled internally.
- Meetings and site visits: I attended faculty meetings to discuss project, timecards and clinical. I met regularly with site advisor and nursing director.
- Research: Research on other college nursing programs, mergers, and organizational restructuring best practices.
- Reporting: Several presentations were made to senior administration on the process of the project and the goals moving forward. Administration is aware of the need to move the practical nurse program to the main campus.

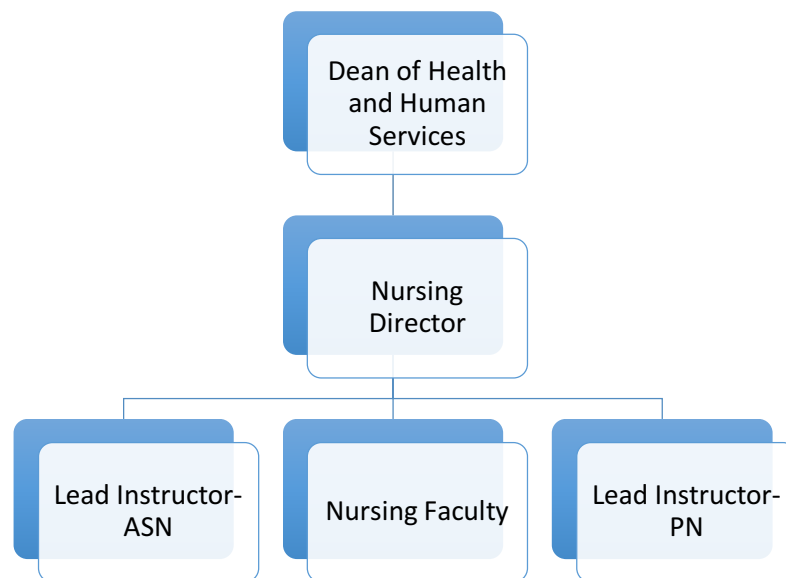
4.2 Project Management Processes

Project management was monitored with regular communication and collaboration with the dean, nursing director, and faculty. The dean was in constant communication with college administration. We met face to face at least once per semester and more frequently during action phases of the project. Faculty and staff were updated as the project moved forward. Faculty were brought in during several phases to assist with changes.

4.3 Project Support Processes

The consultancy project plan was initiated by the Dean of Health and Human Services and supported by administration at the college. The project was then presented to the faculty with goals, objectives, and the roles they would play in the project. There was continuous support through the project's lifecycle from faculty and administration.

4.4 Organization

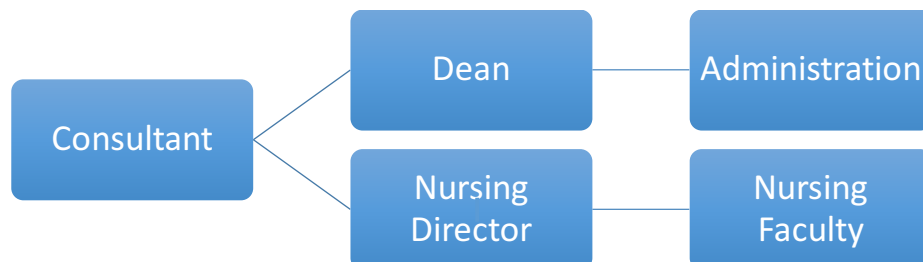


4.4.1 Project Team

The project team consisted of Dr. Allison Abernathy (Dean of Health and Human Services), Leslie Pressley (Nursing Director), and Jessica Ivey (Student Consultant).

Other members, on an as-needed basis, were representatives from Academic Affairs, Finance, and nursing faculty.

4.4.2 Mapping Between Gaston College and Student



5 Communications Plan

The communication plan outlines what information was communicated to key stakeholders throughout the project and what communication is still needed.

Stakeholder	What information is needed	Why is information needed	When will they get information	How will they get information
Nursing Faculty	<ul style="list-style-type: none"> • Policy changes • Job descriptions 	To ensure that all faculty are aware of the constant changes going on with the project.	At least monthly and on an as needed basis	Email and faculty meetings
Students	<ul style="list-style-type: none"> • Chain of resolution • NCLEX pass rates 	To interact with the students and inform them of the changes that may affect them such as the new role of nursing director.	Orientation and ongoing	Students have an orientation program at the beginning of the academic year. Pass rates are on the North Carolina Board of Nursing (NCBON) website.
Administration	<ul style="list-style-type: none"> • Faculty time cards 	How faculty documents their time affects how finance reports contact hours with students. Time should be accurate and up to date.	Each semester	Finance report regarding faculty time from dean
Community	<ul style="list-style-type: none"> • New location of PN program 	To keep informed and engaged with the community at large	TBD	Website Facebook

6 Work Plan

The work plan for the project started with a big, over-reaching goal and was narrowed down to small tasks. Each task completed was a step closer to the main goal.

6.1 Work Breakdown Structure

First, we had to consult and have acceptance from the faculty in both programs. Faculty were given the facts about the project, why it was important, and how they, and students, would be affected. The faculty were brought together to discuss strategies to implement the changes. The faculty participated in a SWOT analysis.

Creating and filling the Nursing director position was an important next step. A job description was developed, North Carolina Board of Nursing (NCBON) approval was received, and the position was filled. The new nursing director was filled internally, and she was able to start work immediately.

Analyzing faculty time cards was the next major undertaking for the project. Faculty work time was reviewed, and suggestions were made on how to make calculate time worked. Again, we met with faculty to review the issues and to receive suggestions. Senior leadership was present at this meeting to answer questions related to finance and the expectations regarding the budget. Faculty agreed that a certain number of faculty would pilot the new time cards.

Adjunct faculty expenditures were analyzed from the previous three years and were analyzed after every academic year during the course of the project. The results were reported to the dean, finance, and administration.

Research was completed on how best to move the practical nurse program to the main campus. This included a walk-through of current space and future usable space. We also discussed programs that could move to the open space left by the practical nurse program that would be equivalent with number of students and needed space. The information was presented to senior administration with hopes of moving in the future.

6.2 Resources

The most essential resource for the project was the nursing faculty. They were crucial in the project's success. They were asked to meet multiple times with the dean, nursing director, consultant, and administration to implement the changes associated with the project. They provided knowledge and background of current and past procedures in each program.

Collaboration with similar nursing programs proved to be helpful to meet clinical requirements and see examples of how faculty record their teaching load.

North Carolina Board of Nursing and the National Council of States Board of Nursing were utilized to ensure that the project was meeting all regulatory requirements.

Materials such as flip charts, markers, paper handouts, Power Point, and door prizes were used in faculty meetings.

7 Milestones

The project milestones mimic the work plan. The first important step was to introduce the project to the faculty. It was important for them to be aware of the reason the project needed to move forward and the part they played in that.

Another significant milestone was the hiring of the nursing director. This position played a vital role in the project continuation and the relationships with faculty. Other key milestones represented the financial impacts from the projects.

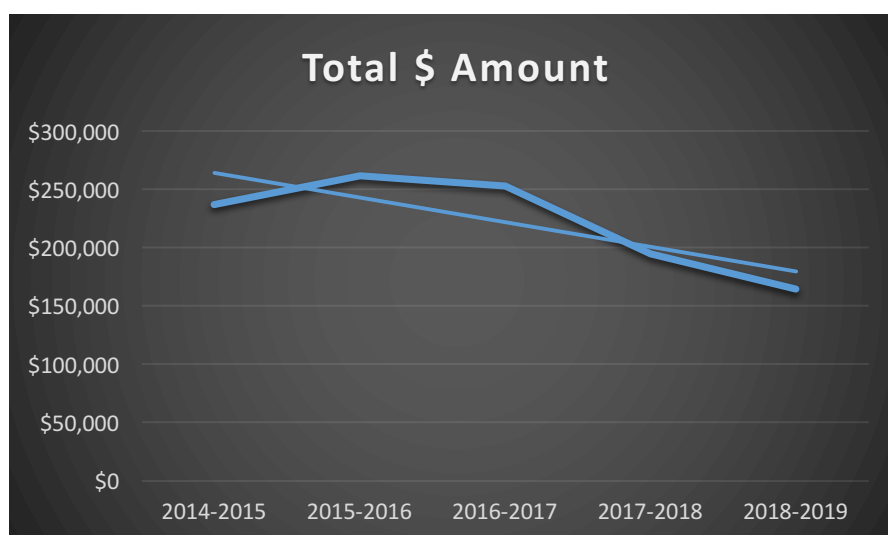
Milestone	Title	Forecast date
1	Introduction of project to faculty	November 2017
2	Presentation of project to administration with deliverable and timeline	January 2018
3	Nursing faculty meeting and SWOT analysis	April 2018
4	Nursing Director position approved and filled	September 2018
5	Faculty time cards developed and implemented	January 2019
6	New organizational chart updated	May 2019
7	Analysis of adjunct faculty and numbers reported to administration	August 2019
8	Second proposal presented to senior leadership to move all nursing programs to one campus	January 2020
9	Relocation of PN program to main campus to have all nursing programs in one location	TBD

8 Metrics and Results

The number and amount of money spent for adjunct faculty has greatly decreased over the course of this project. This is related to faculty including clinical hours in their required full-time hours. The full-time faculty job description for nursing states that part of their hours are required to be in the clinical setting. In the past, these hours were transferred over for adjunct faculty to fill. Faculty obtaining hours in the clinical setting is needed to ensure that faculty are meeting their job descriptions.

As shown below, the money spent on adjunct faculty salaries has decreased substantially. In the Associate Degree Nursing program, there has been a savings of \$87,141 and the Practical Nurse program has a savings of \$10,124. This is a total savings of \$97,265.

Year	PN	ADN	Total \$ Amount
2014-2015	\$57,000	\$179,726	\$236,726
2015-2016	\$76,760	\$184,772	\$261,532
2016-2017	\$69,150	\$183,472	\$252,622
2017-2018	\$69,823	\$124,925	\$194,748
2018-2019	\$66,636	\$97,631	\$164,267



9 Risks, Constraints, Assumptions

9.1 Risks

This section identifies the main project risks, their potential impacts, and the plan if they occur.

Risk Description	Mitigation Plan (what to do to avoid the risk occurring)	Contingency Plan (what to do if the risk occurs)	Impact (what the impact will be to the project if the risk occurs)	Likelihood of occurrence (e.g., %, or high, medium, low)
Faculty resignations	Keep faculty informed with constant communication. Provide opportunities for faculty to voice concerns and ask questions.	Reevaluate position and post vacancy if appropriate.	Loss of key members to faculty team.	Medium
Inability to fill vacant positions	Analyze need to fill current positions.	Redistribute faculty teaching load to fill unoccupied classes.	Lack of available instructors to teach students.	Medium
Decrease in NCLEX pass rate	Continue excellent teaching strategies in the classroom, lab and clinical to maintain pass rate above the national mean.	Evaluate instructional methods.	Loss of national rankings for first time pass rates.	Low
Decrease in student performance	Provide consistent concept-based instruction.	Provide one-on-one instruction in learning center.	Decrease in students completing the program.	Low

9.2 Constraints

Initially, the most discouraging constraint for the project was lack of cooperation with faculty. Faculty already had misconceptions about the reasons behind why this project was moving forward. Working to explain those

misconceptions was difficult. Research shows that change within an organization is difficult and requires dedication and motivation. Employees input into change is crucial. “Employees involvement seeks to increase members’ input into decisions that affect organization performance and employee’s well-being” (Hussain et al., 2016, p. 124). Once the faculty understood the project’s purpose, they were excited about the changes that would be occurring.

Also, the timeline of the project seemed to be a barrier. Nursing administration wanted to move quickly and get everything in place within a short time frame, but unforeseen circumstances caused a delay. Funding was also a hurdle that had to be overcome for the relocation of the practical nurse program to the main campus.

9.3 Assumptions

The first major assumption made was that merging the Associate Degree Nursing program and the Practical Nurse program would provide additional and equal opportunities for students. Having both programs on the main campus would allow all students to share the updated classrooms, labs and simulation technology that the satellite campus is lacking. It is evident that students are priority for this program, and they want to see all of them succeed.

The nursing programs currently use adjunct faculty for clinical and occasionally in the lab. Full-time faculty were not including clinical time in their teaching load and were not meeting their required workload. Adding the requirement of clinical to full time workload helped decrease the amount of money being spent on adjunct faculty.

A final assumption was made by observation and collaboration with the faculty in the nursing program. Faculty from the Associate Degree Program and the Practical Nurse program will welcome the idea of collaborating in the classroom, lab, and clinical areas. Faculty want to be engaged and provide the best education possible to their students. Collaborating with other faculty will assist with developing lesson plans and simulation criteria. It will also ensure that instruction across programs is consistent.

10 Financial Plan

The project had very little expenditures associated directly with the project. There was a slight raise in salary when the nursing director position was filled, but because the position was filled internally, it was not associated with a new salary cost.

As the college moves into relocating the Practical nurse program, there will be minimal expenditures associated with the move. There will be some cost associated with moving equipment, furniture, computers, etc. The space is available and allocated for the program which will limit the need for construction cost. There will be a small cost to install a two-way mirror in the simulation lab.

The plan for the budget moving forward will be for expenditures from all programs come from one budget. This will include adjunct faculty salaries, supplies, equipment, accreditation cost, and marketing. Also, included in this is the cost of accreditation. Combining the programs will allow this cost to decrease and allocate from one budget.

11 Quality Assurance Plan

A proposal was made to merge the Practical Nurse and Associate Degree Nursing programs into a single department. Additionally, leadership within the Health and Human Services indicated a desire to re-locate the Practical Nurse program to the same physical location on the main campus. The new location would allow the faculty and staff to be more productive and allow faculty to teach across multiple programs. The merger of the two programs was approved by the Executive Council.

Merging the program options onto one campus will better utilize classroom space, equipment purchased, and distribute faculty teaching load. This would allow for better interprofessional labs and simulation scenarios for Practical Nurse and Associate Degree Nursing students. To offset the financial burden of moving the program, a proposal is being created that will display what other programs could take the place of the Practical Nurse program on the other campus. The proposal to move the Practical Nurse program to the main campus was not approved, but it will be re-evaluated at a later time.

Faculty time cards were examined for accuracy. Several gaps were noted in actual class time, office hours and direct student instruction. Only two of the faculty time cards reflected clinical hours. Several meetings were held with faculty, finance, and leadership to determine the best way to account for faculty direct and indirect student hours. The faculty time cards were modified to assist with accuracy and convenience. The faculty developed a weekly time card that was approved by leadership, which will show more specific worked hours. The previous time card showed the time for the semester and did not allow for weekly changes. The time cards are completed and turned in to the director for approval. This has helped with faculty frustrations about not being able to show the hours they spend in direct contact with nursing students.

Expenditures related to the use of adjunct faculty for the nursing programs was examined from past and current years. Significant amounts of money were being spent on adjunct faculty to teach in the clinical setting. When full-time faculty time cards were reviewed, it was noted that only two of the full-time faculty instruct in the clinical setting. After review, full-time faculty were integrated into the clinical setting. The full-time faculty are now adding clinical instructor time to their time cards. Due to this discovery, the adjunct faculty salary expenditures have significantly decreased. This decrease is a direct reflection of the use of the new faculty time cards. Appropriately allocating staff in the needed areas helps to reduce the number of adjunct faculty that are needed. Faculty time cards will be approved by the nursing director who will then assess needs for adjunct faculty.

A new position, Director of Nursing, was also approved. This position will oversee all nursing instruction at Gaston College. The Director of Nursing job description was created and the job posted. The position was filled internally. The director has been instrumental in making needed changes within the programs. She has been an advocate for both students and faculty. Her evaluation from the Dean of Health and Human Services was satisfactory.

A new student program emerged from this project. The development of a Health Sciences Learning Center has been implemented for the students. This came about because of the faculty needs regarding one-on-one instruction. The faculty members staff the learning center and are allowed to use that time toward direct student interaction on their time cards.

Appendix A

Position Description

Title: Director of Nursing

Grade: 16

Summary

The Director of Nursing will provide leadership for the Associate Degree Nursing (ADN), Practical Nursing (PN), and Nurse Aide (NAS) programs, including curriculum development, economic and workforce initiatives, initiating and realizing College projects, and fostering and strengthening community partnerships.

Duties and Responsibilities

- 1. General Responsibilities:** Provide day-to-day leadership for the Nursing Department, including guiding program initiatives and nursing instructors to achieve program objectives. Promote an attitude of teamwork among staff, instructors, students, and community representatives and support the efforts of other team members to achieve success. Collaborate with the Dean in the administration of College policies and procedures and divisional guidelines. Represent the College, the Division, and the College's Nursing Program by communicating information on various topics, answering questions, and resolving concerns. Participate in the unit planning process for the division, adhere to the Administrative Code and Rules in accordance with the North Carolina Board of Nursing and the Nursing Practice Act, and the American Nurses Association (ANA) *Code of Ethics for Nurses with Interpretive Statements*, as updated.
- 2. Program and Instruction Coordination:** Provide day-to-day direction and coordination of full- and part-time teaching assignments and oversee orientation of new instructors on position and program duties and responsibilities. Address and resolve concerns, organize and execute tasks in support of the program, and monitor activities and results. Review and ensure that instructor credentials meet or exceed program requirements and develop and maintain standards of instructional quality. In collaboration with the professional development department and divisional leadership, develop a professional development plan for full- and part-time instructors.
- 3. Programs and Curriculum:** Responsible for curriculum accreditation and approval. Develop and implement strategies to improve efficiency and effectiveness of courses and programs. Remain current on emerging healthcare trends and identify and assess community training needs. Review existing programs for continuous improvement, assist in the development of new programs to meet changing needs, and make recommendations as appropriate. Evaluate and develop materials for recommended changes and implement ADN, PN, and NA curriculum, including the development of program outcomes. Oversee the preparation of curriculum course schedules, course descriptions, outlines, and objectives, and approve textbooks and supplementary materials. Develop new, innovative, and/or flexible courses, programs (including cooperative programs), systems, policies, and procedures to facilitate the enhancement

of community education based on need. Review and ensure that instructional facilities and equipment meet or exceed program requirements.

- 4. Students:** Champion student success through support, recognition, and involvement in other College activities. Develop, implement, and evaluate student admission, progression, and graduation requirements. Direct the advisor-advisee program for students within the department. Assist with the recruitment, registration, and orientation of new students.
- 5. Committees:** Lead, facilitate, and coordinate team and committee meetings. Plan and coordinate advisory committee meetings. As needed and requested, serve as chair of divisional academic appeals committee. Collaborate with others in selecting individuals to serve on the curriculum advisory committee.
- 6. Budget:** Prepare, administer, and oversee the budgets that relate to the management of curriculum equipment and supply inventory.
- 7. Marketing/Public Relations/Community Partnerships:** Assist with the review, development, and revision of various College and division publications. In collaboration with the divisional personnel, work closely with the College's marketing function to market and promote the College and the nursing programs, and identify public relations opportunities to promote the College and the division, which may include public speaking events. Foster positive community relations through maintaining regular contact with various vocations and represent the College as a member of various community and civic organizations and functions.
- 8. Recordkeeping:** Maintain all required College records pertaining to the Nursing Program. In collaboration with the Dean, assist with contractual agreements with clinical and other agencies.
- 9. Teaching Responsibilities:** May teach day, evening, and/or weekend classes and clinical labs in multiple modes at multiple instruction sites and in multiple nursing program options, including during summer semester.
- 10. Other:** Maintain a high standard of professional and ethical practice in representing the College. Maintain confidentiality of sensitive and/or confidential information. Demonstrate a thorough knowledge of the field or discipline with continued adherence to professional accountability. Provide a high level of service to customers by establishing and maintaining effective working relationships and partnerships. Accept responsibility for managing situations and problems. Utilize independent judgment in problem-solving of complex issues. Work cooperatively with team members and colleagues, contributing positively and constructively to the achievement of team and College objectives. Adhere to the College's policies, procedures, and other established guidelines, including the North Carolina Community College System, North Carolina Board of Nursing, and accrediting agencies. Perform other duties as assigned, including special projects.

Education, Skills, and Abilities

- Master of Science degree in Nursing from a regionally accredited institution required.
- Current unrestricted license as a registered nurse in North Carolina required.
- Must meet minimum SACS criteria and the minimum criteria of other pertinent accrediting, licensing, and credentialing agencies in the area of teaching assignment.
- Prior to, or within the first three years of employment, must complete a preparation in teaching and learning principles for adult education, including curriculum development, implementation, and evaluation per the North Carolina Board of Nursing.
- North Carolina Nursing Director training preferred.
- Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents.
- Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community.
- Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to interpret an extensive variety of technical instructions in medical terminology, mathematical or diagram form, and deal with several abstract and concrete variables.

Experience

- Minimum of two years' full-time employment in direct patient care required.
- Prior college-level teaching experience required.
- Prior administrative leadership experience in higher education at the academic departmental, divisional, or discipline level required; community college experience preferred.
- Community college teaching experience and knowledge of curriculum development preferred.
- The ability to incorporate technology and interactive strategies in teaching is required.

Physical Requirements

The Physical Requirements for this position are documented on a separate document entitled: *Physical Requirements for Nursing Instructor Positions*.

Appendix B

Faculty Time Cards Example

Faculty Name: _____

Program: _____

Semester _____

Courses Taught: _____

Faculty Load Hour Descriptions	Direct Load Contact Hours	Indirect Load Contact Hours
LECTURE/THEORY/CLASS		
Lecture Hrs. (total lecture hours/ 16 weeks or 10 weeks in summer) DIRECT		
STUDENT ENROLLMENT		
Assigned Academic Coach of 20 or fewer students (1 contact Hr.) 16 weeks or 10 weeks in summer DIRECT		
Assigned Academic Coach of 21 to 40 students (2 contact Hrs.) 16 weeks or 10 weeks in summer DIRECT		
Assigned Academic Coach of 41 to 60 students (3 contact Hrs.) 16 weeks or 10 weeks in summer DIRECT		
CLINICAL		
Clinical Instruction Hrs. (a maximum 1:10 ratio in a clinical setting or based on clinical facility requirements and patient safety.) Must meet NCCCS clinical definition* (total clinical instruction hours/16 weeks or 10 weeks in summer) DIRECT		
Clinical Supervision (preceptorship) Each student scheduled for 96-143 Hrs. will be visited in person 4 times during the clinical experience (2 clock Hrs.= a student visit). Each student scheduled for 144-240 Hrs. will be visited in person 6 times during the clinical experience (2 clock Hrs = a student visit). (# students ____ X ____ clock hours = hours for semester / 16 weeks or 10 weeks in summer) DIRECT		
Simulation Instruction - on campus simulation instruction (total simulation hours/16 weeks or 10 weeks in summer) DIRECT		
LABORATORY		
Experiential Laboratory Work Hrs. (Increasing student's knowledge without return demo – example: lab demonstration/practice) (total experiential laboratory work hours/16 weeks or 10 weeks in summer) DIRECT		
Faculty Directed Laboratory Work Hrs. (Structured Demo by instructor with immediate student application/skill validation) DIRECT		

(total faculty directed laboratory work hours/16 weeks or 10 weeks in summer)		
HEALTH LEARNING CENTER		
Face to Face Health Learning Center Hrs.-hours must be approved by Director (total face to face Health Learning Center hours/16 weeks or 10 weeks in summer) DIRECT		
MISC.		
Independent Study (must be approved by the Director, Dean and VP for Academic Affairs)		
Release Hour (Release Time must be approved by the Director, Dean and VP for Academic Affairs)		
Office Hrs. (Total number of office hours/16 weeks or 10 weeks in summer) INDIRECT		
Clinical Planning Lead for course (determine number of adjunct needed for course, plan clinical schedules, conduct adjunct clinical faculty orientation, assign faculty contact person for adjunct clinical faculty, send Kim Warwick passwords/badge request forms for clinical, request and assign preceptors for course, assure clinical evaluations are done, and upload student clinical hour log sheets to shared drive) 1 Lead per course that has clinical hours. Course with 1-50 students: 1 contact hr. Course with >50 students: 2 contact hr. Course NUR_____ DIRECT		
Simulation Planning Lead for course (curriculum development of simulation, plan simulation schedule, prep simulation lab for simulation, collaborate with other disciplines in simulation, manage simulation equipment/resources, and develop evaluation of simulation) 1 Lead per course that has simulation hours. Course with 1-50 students: 1 contact hr. Course with >50 students: 2 contact hr. Course NUR_____ DIRECT		
Total Contact Hours =		

Total Direct Instruction Hours	
Total Indirect Hours	
Total Number of Hours (add columns above)	

Totals:**288 Hours Direct Instruction / Semester****480 Hours Total / Semester (To Include Direct & Indirect Activities)**

****Clinical** - Clinical practice provides an opportunity for health science students to apply knowledge and skills in their delivery of care in a health care setting. A qualified faculty member, clinical instructor, or preceptor, as defined by the program related approving or accrediting body, shall supervise clinical practice to provide the student with learning experiences related to the program and to monitor and assess the student's application of skills. Clinical practice may utilize experiences that simulate realistic clinical experiences to meet the curriculum and course objectives. The percentage of simulation experiences substituting for traditional clinical practice and the qualifications of faculty providing the simulation experience must comply with the guidelines of the applicable health science accrediting and approving bodies. Appropriate substitutions for the "traditional" clinical would include: orientation, capstone competency evaluations/exams, journal reviews, case studies, reflective journaling, service learning, peer mentoring, clinical debriefs, ground rounds teaching/research projects, online projects related to clinical, etc. (Section 23, Community College Procedures Manual page 23-10)*

Appendix C

Professional Literature Review

The significant challenge that the organization faces is a restructuring of the organization chart and allocation of staff throughout the organization. The college has been tasked with determining a way to combine like programs into one school. This will include leadership changes, staff changes, and new policies. A literature review was completed focusing on organizational structure. The search resulted in an abundance of articles on the subject. Several common themes emerged: organizational culture change, vision, and leadership.

Organizational Culture Change

The culture of an organization is all the values and beliefs that the organization has created to guide the mission. When a change is needed, those values and beliefs must be taken into consideration. It requires dedication, knowledge, and motivation to create a change. There are many ideas on how to make a culture change within an organization. John Kotter's eight step change management model was referenced several times as a model to adapt and use when implementing a significant change. Kotter's model focuses on urgency, vision, resistance, and wins. (Springer et al, 2012). Culture is influenced by the internal (employees) and the external (environment) relationship within the organization. Therefore, the groups within an organization need to have input into the culture of the organization (Ahmed, Singh, & Al-Nahyan, 2017). Springer et al. (2012) also notes that employees input is necessary for organizational change. A change in culture is closely related to job satisfaction of employees. Springer et al. (2012)

references supervision, working conditions, and relationships with coworkers as factors affecting culture and job satisfaction.

Vision

A common topic included in multiple articles was the reference to vision. Vision is described as an idea, a perfect future goal, a set of core values, and a direction for growth and change (Haque, TitiAmayah, & Liu, 2016). It is important for the vision to mimic the values of the organization in order for the change to be sustainable. According to Heckelman (2017), “a compelling vision is often the motivator for change” (p. 16). Organizations must have a vision that promotes the change so that employees will understand and be more willing to accept the change. Magrum and Weber (2018) echo the importance of establishing a vision by the change team that provides a direction for the organization. The vision is a fundamental aspect of the strategic plan and the restructuring process.

Leadership

Another theme that emerged through the research of organization restructuring was effective leadership. Leadership is vital in the change process at organizations. Leaders are able to motivate change, provide support, obtain employee support, and lead in the transition. Hussain et al. (2016), examines Kurt Lewin’s change model (unfreezing, changing, refreezing) and leadership style to describe effective change within an organization. Transformational leaders are the most important factor for a change to be success due to their inspirational, motivational, and encouraging leadership style. Effective leaders possess the ability to influence employees to achieve goals, promote values, and sustain the business of the organization (Hao & Yazdanifard, 2015).

Leaders are important in the change process and play a dominant role in defining the culture of the organization. The culture of the organization must be examined before a change initiative such as organizational restructuring, can occur. Leaders should use their knowledge of the organization to assess cultural values, trend, and rules (Kargas & Varoutas, 2015). According to Hao & Yazdanifard (2015), “leadership can shape a good culture” (p. 2). This is a very bold statement. Strong leaders should shape the culture of the organization and not have the culture shape them or their abilities.

Summary

Organizational structure and culture change go hand-in-hand according to the literature. To be successful with a change in an organizational structure, a culture change must also occur. Culture must be studied to allow for a transformation in the behaviors of the organization. Culture change in an organization will involve identifying and changing assumptions that have been established within the organization. Literature also suggests that a strong leader must lead the change by following the vision of the organization. Leaders, in general, provide direction to their employees. They are aligned with the organizations policies and procedure and they are committed to upholding the mission and values. Organizational structure is multidimensional and once the culture is established and the right people are in place the structure of the organization can be defined.

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