

**SECTION I**

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# Colleges and Universities



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# The Organizational World of Academia

## OBJECTIVES

- Examine the structure in your higher education institution and how it affects the governance process among administrators, staff, and faculty.
- Compare the mission and goals of various higher education colleges and universities and how they define the institutions' responsibilities for meeting the teaching, research, and scholarship needs for the communities they serve.
- Analyze the bylaws in your institution and their impact on academic operations related to faculty, students, and administrators.
- Examine your rights as a faculty member to academic freedom and collective bargaining.
- Design your plan for achieving rank, tenure, and promotion at your higher education institution by addressing your responsibilities in teaching, research, scholarship, and community service.
- Formulate your plan for achieving the NLN competencies for nurse educators.

## THE TRANSITION FROM CLINICIAN TO FACULTY

You have been working as a healthcare provider for many years and now have decided to expand your professional goals by becoming an educator in the world of academia. You are ready to make the transition from a clinician in a healthcare setting to an educator in a college or university. Making this transition does not mean you have decided to give up your role as a healthcare provider. Instead, you are now ready to help others learn how to become knowledgeable and safe practitioners who possess the clinical judgment and reasoning necessary to promote and maintain the health and wellness of society.

The education of nursing students in the nursing program requires faculty to create a balance between theoretical knowledge and clinical application. This vital role is a formidable challenge that requires you, a clinical expert, to now expand your abilities by adapting your instructional methodologies to address different student learning styles. This is not an easy task.

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By taking on this new role as faculty, you also become a learner. You are now part of a different environment unfamiliar to you. The players in this environment are mostly faculty just like you. This organizational world of academia is different from the health-care environment you have come to know throughout your years of employment. As a new faculty member within the college community, it is important for you to know and understand the dynamics of this environment and how you can learn to fit and develop within this structure.

This book will help you with this transition. You will be presented with a view of colleges and universities as organizations whose missions and goals focus on the educational needs of various student groups. You will be able to explore the governance of academic institutions, review legal considerations in higher education, address all aspects of curriculum and teaching, understand how institutions utilize committee structure to govern, and learn how to succeed in this ever-changing, dynamic environment.

### COLLEGES AND UNIVERSITIES AS ORGANIZATIONS

As a nurse, you are familiar with many nursing professional associations. Now that you have decided to enter the world of academia, you should familiarize yourself with the American Association of University Professors (AAUP) because this organization is the voice for faculty members in higher education. Founded in 1915 by Arthur Lovejoy and John Dewey, the AAUP remains the leading organization dedicated to the development of standards and procedures that maintain quality in higher education and the protection of academic freedom in colleges and universities. The mission of the AAUP is as follows:

. . . to advance academic freedom and shared governance; to define fundamental professional values and standards for higher education, to promote the economic security of faculty, the academic professionals, graduate students, post-doctoral fellows, and all those engaged in teaching and research in higher education; to help the higher education community to organize to make our goals a reality; and to ensure higher education's contribution to the common good. . . (American Association of University Professors, n.d.)

In 2013, the AAUP reorganized into three interlocking divisions under the AAUP umbrella: the American Association of University Professors (AAUP), the American Association of University Professors Collective Bargaining Congress (AAUP-CBC), and the AAUP Foundation. The AAUP is a nonprofit professional organization formed to define professional values and standards for higher education while protecting

academic freedom and promoting shared governance in colleges and universities. The AAUP-CBC is the organizing and collective bargaining unit for tenured faculty, tenure-track faculty, and academic professionals that defends fairer procedures for resolving grievances and secures the academic and economic security of faculty and professionals in the academic community. The AAUP Foundation is a nonprofit charitable organization created to promote the educational functions of the AAUP.

The educational policies created by the AAUP are committed to academic freedom and shared governance and set the direction for the professional values and standards adopted in higher education. You will learn more about the influence AAUP has had on the structure and operations of higher education as you proceed through this chapter.

## Organizational Systems

All organizations are social units structured to manage the needs of the system while pursuing collective goals. Members of these organizations have assigned roles, responsibilities, and authority to carry out different tasks. Colleges and universities also are social units, but differ in many ways from other organizations in their management, leadership, and governance.

Colleges and universities are open systems made up of two subsystems, technical and administrative. Each of these subsystems has inputs and outputs that interact with each other to achieve the mission of the institution. The technical subsystem is composed of inputs such as students, faculty, academic freedom policies, and programs that produce outputs such as graduates, service, and prestige. The administrative subsystem includes regulations, budgets, and administrative personnel that direct the organization. These two subsystems interact with each other, and a change in one subsystem may change the direction of the college or university. These subsystems are responsive to each other, but each maintains its own identity. These subsystems within institutions of higher education are also responsive to the economic, social, and political needs of the environment with which they must interact.

To understand how these subsystems interact with each other, we need to consider how they are connected and the extent to which these subsystems share internal processes and structures. These connections may be loosely or tightly coupled interactions that are likely to occur between these subsystems in their attempts to meet the needs of the environment. In a tightly coupled system we can observe situations in which a change in one situation directly causes changes in the other system. In contrast, systems that are loosely coupled are still responsive to each other but may preserve their own identities and separateness. In a loosely coupled system, coordination of activities is problematic and makes administrative change more difficult. In the open system of colleges or universities, “everything cannot be tightly coupled to everything else, and loose coupling between and within subsystems is more prevalent

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than tight coupling” (Birnbaum, 1991, p. 41). This loose coupling between the administrative and technical subsystems makes innovation possible through the autonomous actions of many individuals and the general lack of management controls. Loose coupling is an adaptive device needed for the survival of an open system, and a structure administration may need to understand and accept it for the advancement of the organization (Weick, 1976).

It is beyond the scope of this book to explore the advantages and disadvantages of tightly and loosely coupled educational systems. What is important is for you to understand the dynamic structure of the institution resulting from the relationships between the technical and administrative subsystems. You also need to consider the roles and decision-making responsibilities of these two subsystems and how the economic, social, and political forces within the environment may influence the responsibilities of both subsystems.

**Mission and Goals**

Colleges and universities are involved with meeting the teaching, research, scholarship, and service responsibilities they were created to achieve (Hudson, 2013). These responsibilities are very different from those in the corporate world. Teaching involves the development of academic programs containing curriculum to prepare individuals for lifetime careers, classroom instruction, assessment of learning, counseling, and advisement. Research in the academic world is aimed at making new discoveries with the help of external funding through grants and financial incentives. Service to the community by academic institutions may include consulting services to community agencies to help address community needs, providing continuing education workshops to professionals, and creating service learning projects that integrate community service with instruction while fostering civic responsibility and strengthening communities.

These responsibilities are perceived differently depending on the population the academic institution was created to serve. Some institutions may give more attention to teaching and service learning, whereas others emphasize research and scholarship. An institution’s purpose is usually stated in its mission statement and goals. As a new faculty member, it is important for you to review the institution’s mission and goals to determine where the institution places the most emphasis. This will alert you to the expectations you will encounter in your role as a faculty member in this institution of higher education.

The nursing program also has a mission statement and/or philosophy that should be congruent with the mission and goals of the institution. This mission statement guides curriculum development and planning of educational activities. The mission and goals of a nursing program will differ depending on the level of nursing education and the type of degree awarded. In addition to a mission statement, some nursing

programs may have a philosophy containing the common elements of the nursing metaparadigm: nurse, patient, environment, and health (Billings & Halstead, 2016). A nursing program's mission statement and philosophy are developed by the faculty and reviewed periodically as changes occur within the nursing profession subsequent to changes in scope of practice within the profession.

## **Types of Academic Institutions**

There are three basic types of academic institutions you need to be familiar with: community colleges, four-year liberal arts colleges, and universities. The type of institution will determine its mission, goals, and student learning outcomes. As faculty, you need to have an understanding of the different types of institutions, their history, their size, and their sources of financial assistance. A comprehensive source for this information is the Carnegie Foundation for the Advancement of Teaching ([www.carnegiefoundation.org](http://www.carnegiefoundation.org)).

Community colleges, sometimes referred to as junior colleges or technical colleges, are two-year institutions with a mission of providing higher education and lower-level tertiary education by awarding certificates or associate degrees. Community colleges may also offer noncredit continuing education and adult education courses, remedial education for high school graduates who are not academically ready to enroll in college-level courses, and industrial training contracted with local companies that pay the college to provide specific training for their employees. After graduating from a community college, students with an associate degree may directly enter the workforce or transfer to a four-year liberal arts college or university to complete a bachelor's degree. Schools often have transfer and/or articulation agreements explaining the transfer credit agreement and teaching location for upper division courses. In some transfer/articulation agreements, students may obtain a bachelor's degree without leaving the community college campus.

The main purpose of community colleges is to provide academic, vocational, and professional education. In the technical subsystems, most faculty who teach in community colleges have a minimum of a master's degree with expertise in a specialty area, whereas employees within the administrative subsystem often have a doctorate degree with previous teaching experience in higher education.

Most community college systems are publicly run institutions of higher learning supported by local and state funding. Student enrollment impacts the amount of funding the community college will receive to operate its fiscal budget. Attempts are made to curtail tuition costs per student, but the strength of these attempts will depend on the amount of state funding the community college receives.

Traditional four-year colleges and universities offer students the opportunity to obtain a bachelor of arts or bachelor of science degree in their chosen field of study.

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Universities may also be structured to include a liberal arts college as well as other specialized colleges or graduate schools that enable students to obtain a master's degree. Private four-year colleges and universities are generally smaller than public institutions and rely on tuition, fees, and private sources of funding. Public institutions receive funding from local and state governments; therefore, tuition costs for students living in-state will be lower than tuition costs for out-of-state residents. Faculty employed in the technical subsystems of four-year colleges and universities have earned doctorate degrees in their area of specialty. Research is encouraged in these higher education institutions as a means for acquiring increased funding for the college or university.

## **ACADEMIC ADMINISTRATION AND GOVERNANCE**

The administrative structure of most colleges and universities is made up of a board of trustees; a president or chancellor; an academic vice president, often referred to as a provost; and several vice presidents for different departments. The board of trustees is charged with the ultimate responsibility for the overall operations of the institution—the fiduciary responsibility, the continuation of the institution's mission and goals, setting institutional policies, and serving as the legal agents of their institution in litigation cases involving higher education and the law. Boards are also charged with overseeing the selection and hiring of the college or university president in addition to making final decisions with regard to hiring, reappointment, tenure, promotion, and sabbaticals.

The president or chancellor is the administrative head of the organization and reports directly to the board of trustees. The president is the executive leadership of the organization; he or she advises the board on policies and other matters necessary to run the institution smoothly. The president ensures sound fiscal management and represents the college to the community, the state, and federal agencies.

In many schools, the academic vice president (VP) often serves as the provost; he or she answers directly to the president and is responsible for the administrative support and functionality of the organization. This role often involves ensuring that the organization stays true to its mission. The VP or provost also is responsible for curricular oversight, instructional integrity, and research efforts. Often deans and other vice presidents answer to the academic VP and/or the provost. Your school may have several vice presidents, depending on the size of the institution (e.g., vice president of administration services, vice president of institutional effectiveness, vice president of student affairs, vice president of human resources), and deans of the schools or divisions. It is important for you to be familiar with the administrative structure and where the nursing program fits within this structure.



Most colleges and universities may be further organized into schools or divisions containing different academic departments. For example, the nursing program may be a school or college within the university or it may be a department within the school of health professions. There are many variations in the organizational structures of colleges and universities, and it is important for you to understand these structures and the reporting mechanisms for the nursing program.

The concept of governance reflects a major difference between how institutions of higher education and other organizations function to achieve their missions and goals. Although there is no one accepted definition for governance, the term has been addressed by the AAUP in terms of structure, legal relationships, authority patterns, rights and responsibilities, and decision-making processes. A *governance system* refers to the structures and processes through which institutional members interact with and influence each other while communicating within the larger environment (Birnbaum, 1991). The 1966 Statement on Government of Colleges and Universities issued jointly by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges addresses some of the principles of governance as a shared responsibility among governing board members, faculty, and students (AAUP, 1966).

Shared governance is a delicate balance between faculty and staff participation in planning and decision making on the one hand and administrative accountability on the other hand. Although shared governance attempts to give various groups of elected people a voice in key decision-making processes, it may not necessarily give these groups the ultimate authority for the final decision. The ultimate responsibility for decision making on issues involving the academic institution rests with the president and/or the governing board.

Within colleges and universities there is a faculty senate that is the governing body for academic issues. The senate participates in decision making on all academic and student affairs matters related to the operation of the college or university (Hubbell, 2010). The faculty senate formulates resolutions and recommendations and advises the president of the college or university on matters of importance to the governance and operation of the institution. Within the faculty senate there may be several subcommittees to help the senate carry out its functions and operations. Examples of these subcommittees may include Academic Standing, Admissions, and Curriculum.

There are differences in the level of faculty governance among colleges and universities, so you should take the time to review the governance structure where you are presently employed. This may help you come to a better understanding about how the board of trustees and administrators or the faculty maintain decision-making authority for the operations of the college or university. This information may be contained in the bylaws documents of the overall institution as well as the faculty bylaws.

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Bylaws address the academic governance in institutions of higher education by providing definitions and guidelines addressing institutional operations related to faculty, students, administrators, and committee structures. Bylaws are the rules and regulations enacted by an institution of higher education to provide a framework for its operation and management. Bylaws are very specific for each institution and are intended to promote an understanding of the roles and responsibilities with respect to the university or college governing boards, committee structure, and faculty.

Bylaws define the rights the members have within the organization; how much power these members have to make decisions; and the rights, decision-making authority, and powers of the board. Bylaws provide an effective system for faculty and students to participate in the development of policies on academic matters. The rules contained within an institution's bylaws are so important that they may not be changed without a formal vote and an agreement by a majority of the members. Generally bylaws address the following:

- Composition of the faculty, their voting rights, and their role in academic governance
- Composition of the student body and their participation in academic governance
- Composition of the academic administrators, their appointment and evaluation process, and their role in academic governance
- Composition of the college or university academic governance committees, their functions, and their membership including student representatives and voting rights
- Composition of college- or university-level standing committees; their function, policies, and procedures; membership; and lines of accountability to other academic governance committees
- Establishment of ad hoc committees, the method of selecting members, and their functions and procedures
- Composition of student–faculty judiciaries and the academic appeals board, and their policies, procedures, and membership

Institutional bylaws may also contain specific faculty policies addressing, but not limited to, the following: academic freedom; tenure and promotion; faculty responsibilities; compensation including benefits, leaves of absence, sabbaticals, and retirement; legal matters; and grievance procedures. The bylaws may also include specific college and university policies addressing the rights and conduct of all employees (O'Neil, 2014).

Each academic unit within a college or university also has bylaws that are consistent with the policies established by the board of trustees and conform to the policies and procedures contained within the institutional bylaws. Together, institutional

bylaws and the bylaws of the academic unit provide an effective system for promoting an understanding of the roles and responsibilities of the college community with respect to the mission of education, research/scholarship, and service.

Nursing bylaws conform to institutional bylaws and provide a democratic organization of the governance structure for the faculty in the nursing department or school of nursing. The faculty is organized as a policy-setting body that participates in decision making regarding the implementation of policies related to the educational, research, and practice/management activities within the nursing program. Through their membership on nursing committees, faculty perform those academic functions essential to the operations of the nursing program and student welfare. Generally nursing bylaws will address faculty organizational structure, duties and voting rights, and the composition and function of various faculty committees. Faculty standing committees may include, but are not limited to, the following:

- Faculty assembly
- Faculty executive council
- Admissions and academic standards for baccalaureate and graduate programs
- Appointment, promotion, and tenure
- Curriculum
- Academic standards
- Assessment and evaluation
- Faculty practice and community engagement
- Student matters
- Scholarships/awards and recruitment
- Special subcommittees/ad hoc committees
- Research and scholarship

It is very important for you to become knowledgeable about the bylaws of the college or university as well as the nursing school or department. These two documents will be your guide to being an effective and successful member of the college community.

## **Participation on College Committees**

Faculty in colleges and universities are expected to become active members in the college community by contributing their expertise to various college activities that promote the mission and goals of the institution. Faculty responsibilities expand beyond the classroom to membership on various college committees. These college-wide committees are developed to address the needs of students during their college experience. Membership on these committees is usually made up of faculty from various disciplines throughout the college who volunteer to serve as committee members for a

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specific period of time. In some cases, membership on these college-wide committees is an elected position. These committees meet on a regular basis to address issues currently affecting the students and the college. In addition to college-wide committees, there are department committees. These committees are designed to address student needs and professional issues affecting the specific discipline. As faculty, you may be elected by your colleagues in nursing to be a committee chairperson or you may volunteer for this important responsibility.

### Academic Freedom

One term you are sure to hear early in your new career is *academic freedom*. Experienced faculty will always refer to this term to defend their academic activities. So what does it mean?

Academic freedom is a basic right of faculty in higher education. This intellectual freedom is derived from the nature of the quest for knowledge and extends to institutions of higher education. Institutions of higher education are conducted for the common good, not to further the special interests of individual faculty or the institution. The 1940 Statement of Principles on Academic Freedom and Tenure states that academic freedom applies to both teaching and research (AAUP, 1940). Academic freedom protects the rights of the teacher in teaching and the rights of the student in learning. The principles of academic freedom include the following:

- Faculty are entitled to full freedom in research and in the publication of the results.
- Faculty are entitled to freedom in the classroom when discussing their subject but should be careful not to introduce controversial material that has no relationship to their subject.
- Faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they are free from institutional censorship or discipline and should not represent themselves as spokespersons for the institution.

Academic freedom also includes the rights of faculty to retain the rights to their intellectual property; to participate in the governance of the college or university; to advance in their profession without fear of discrimination; and to criticize administrators, trustees, and other public officials without recrimination (Association of American Colleges and Universities, 2006).

Within the nursing profession, the board of nursing's (BON's) rules and regulations for nursing programs address nursing faculty responsibilities for program curriculum. Nursing faculty qualifications to teach within a nursing program are well documented by the BON and include the responsibility to develop, implement, teach, and evaluate

the curriculum. Through their use of academic freedom, nursing faculty are able to choose a philosophy and organizing framework, decide program objectives and outcomes, and design the entire nursing program curriculum.

## **Unionization and Collective Bargaining in Higher Education**

The presence of faculty governance in colleges and universities does not preclude the need for or the usefulness of collective bargaining through unionization. Collective bargaining through unionization is designed to protect academic freedom, to establish and strengthen faculty governance in institutions of higher education, and to provide fair procedures for resolving faculty grievances.

Public colleges and universities have unions to negotiate the collective bargaining rights of faculty and staff; private colleges are not compelled to allow faculty unionization (American Association of University Professors, n.d.). Members of the collective bargaining units within the college or university are subject to compulsory annual dues and are given the right to elect union leadership. When faculties choose collective bargaining, the board of trustees and administration have a collaborative obligation to bargain in good faith with the faculty-elected union representatives to achieve mutual agreement on employee issues.

If you are employed in a public college or university that has a union representing faculty, you need to become familiar with the union contract. This contract usually contains faculty contractual agreements for teaching load; criteria for promotion, reappointment, tenure, fringe benefits, and salary scales; and grievance procedures. If you are a faculty member in a nonunion environment, you may find this information in other official college or university documents such as the faculty handbook or bylaws. It is also a good idea to review similar documents prepared for faculty by the AAUP—for example, the Statement on Collective Bargaining formulated by the AAUP (2009).

## **Faculty Tenure, Rank, and Promotion**

At the time of your employment as faculty, you may be placed on a probationary status requiring annual reappointment until you have achieved tenure. The probationary period is usually defined by the institution, but is not to exceed seven years. Tenure is a continuing, indefinite, or permanent appointment granted to a faculty member subsequent to a probationary period and extensive objective peer and administrative review. This concept of tenure has been extensively debated in the higher education literature. A more extensive review of the literature on the topic of tenure in higher education can be found at [www.aaup.org](http://www.aaup.org) (click on Reports & Publications, and then AAUP Policies & Reports).

Sometimes, at the time of your appointment the college or university may offer you the choice of pursuing a tenured or nontenured position. If you have been hired for

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a tenure-track position, the college or university is willing to commit to your continued employment until retirement, provided you have satisfied your faculty obligations during the probationary period. During your probationary period you need to devote time to professional activities aimed at academic scholarship while becoming involved in college affairs affecting the college community. For example, you may volunteer for participation in college-wide committees; student activities, such as being an advisor to a student club; or participation in faculty development programs, or you may apply for grant money for research or program development purposes and writing for publication. The rigor with which you may need to pursue these scholarly activities depends on the mission and goals of the institution and may vary among the community college setting and the four-year college or university environment.

Regardless of whether you chose a tenure-track or non-tenure-track position, you need to completely understand the academic requirements for each of these appointments as well as your intended professional goals. If you have chosen a tenure-track position, it is likely you will have anywhere between five and seven years to achieve this tenure. Unfortunately, if you choose this track and are not successful in receiving tenure, the college or university can end your employment at the institution.

In most cases, tenure cannot be transferred from one institution to another. However, if you are teaching at one institution for several years in a tenure-track position and then leave that institution before being granted tenure, those years of teaching may count toward your tenure years at your new place of employment. The college or university administration decides if your previous years of teaching in a tenure-track faculty position at another institution will count toward your tenure years at the new institution. Your achievements with previous research, publications, and grants also are strong factors in deciding if your previous years in academia will count toward your present tenure status.

Remember, your faculty appointment is a probationary one subject to annual administrative approval by the board of trustees until you receive tenure. As hard as you may try for tenure through your scholarly endeavors during your probationary period, receiving tenure at an institution is not guaranteed. If you do not receive tenure after your probationary period, the college or university may give you a terminal contract lasting one year.

At times, even tenured faculty may be terminated for adequate cause or extraordinary circumstances of financial exigencies. For this reason, dismissal and grievance procedures exist in institutions of higher education to ensure academic due process. Colleges and universities have policies and agreements in place related to faculty and institutional working relationships. Most of the policies and agreements formulated by colleges and universities emanate from the Association of American Colleges' and the American Association of University Professors' written key policy statements on tenure and termination of employment. The AAUP has issued extensive ongoing position

statements on faculty dismissal and grievance procedures to support academic due process for faculty (AAUP, 1958).

Some colleges and universities may hire faculty for only non-tenure-track positions. These faculty may be appointed because of their skills and expertise in nonacademic careers and usually receive renewal contracts for periods of time determined by the institution. If the administration decides not to renew a nontenured faculty contract, the faculty member involved is informed of the decision in writing by the individual making the decision and may request a formal review of the reasons for the decision. Reasons for termination of appointments by the institution may include, but are not limited to, discontinuance of a program or department of instruction and financial exigency (AAUP, 2013).

Faculty are also eligible for promotion to higher ranks within the college or university. The qualifications for these ranks are clearly defined and include the educational degree and experience needed for the position. These ranks, in ascending order, include instructor, assistant professor, associate professor, and full professor. Some colleges appoint faculty to a lecturer position, but these individuals may not have the same rights and privileges as those faculty appointed to rank. Some departments, including nursing, may hire adjunct, clinical, or part-time faculty on a semester-to-semester basis for specific teaching assignments. These positions usually do not have the benefits of a faculty ranked position.

As a new faculty member, you need to become familiar with the academic requirements for reappointment during your probationary status and promotion from one rank to the next. You need to carefully review these official documents because the requirements differ among colleges and universities. For example, in a union environment, the union contract may identify the degree requirements, number of years with college-level experience, and number of years in present rank before you may apply for promotion to another rank. Similar procedures may be followed in private colleges and universities.

Once you have satisfied the criteria for promotion to a higher rank, your application for promotion is given to the promotion committee. This committee reviews your application for adherence to the criteria for the rank you have applied for as well as your academic accomplishments in the previous rank. Usually colleges and universities are allocated a certain number of promotions annually to each rank depending on the institution's budget. Your attempt to achieve promotion to a higher rank is a competitive process. Members of the promotion committee diligently review all applications for promotion together with the applicants' academic achievements. Depending on the procedure for granting promotion, these applicants may be placed in rank order, and those with the highest rank are considered for promotion. If those with the highest rank outnumber the allocated promotion positions for that specific rank, then the committee members usually vote on the final decision. If you are denied promotion

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in one year, you are free to reapply the following year. The recommended promotions decided upon by the promotion committee are sent to the board of trustees for their final approval.

## **FACULTY RESPONSIBILITIES IN THE WORLD OF ACADEMIA**

Faculty responsibilities in the world of academia fall into four broad categories: teaching, research, scholarship, and community service. If you are working in a union environment, these responsibilities are explained in the union contract. You need to be very familiar with the union contract for your institution because contracts may vary among two-year community colleges and four-year colleges and universities. Non-union institutions of higher education also have official documents such as faculty by-laws and a faculty handbook that outline faculty responsibilities. It is also a good idea to review some of the documents prepared by the AAUP to learn more about the rights and responsibilities of faculty in higher education.

### **Teaching and Student Services**

The basic academic teaching year is assigned over 32 weeks, usually beginning September 1 and ending June 30. For this reason, full-time faculty are considered 10-month employees. This academic year is usually composed of two 16-week semesters, Fall and Spring, although some colleges and universities have adopted semesters of different lengths as well as summer and winter intercessions.

As a 10-month employee, teaching credit hours during these 32 weeks are considered in-load hours and may vary from 24 to 30 teaching credit hours per academic year. Teaching credit hours are determined by the student credit hours defined by a given course; for example, if a course is worth three credits toward a student's degree requirements, this course will meet for approximately three hours weekly. Faculty will teach this course for three hours weekly throughout the semester and receive three teaching hours toward their faculty load requirements. Therefore, teaching credit hours equal student credit hours. Also, teaching credit load usually requires faculty to set aside blocks of time for office hours for student appointments. If faculty teach more than the required 24 to 30 teaching credit hours, this is considered overload hours, and faculty are paid additional monies for this overload. Teaching during the summer and winter intercessions may also be considered overload hours.

In summary, faculty workload may be met through various load and overload teaching credit hours. As a 10-month employee, your salary is determined by your



rank in the institution as well as the number of required teaching load credit hours. When faculty engage in teaching responsibilities beyond the required teaching credit hours, this time is considered overload, and faculty are compensated on a prorated basis. When faculty engage in nonteaching responsibilities with managerial approval, these may be credited toward the required teaching credit hours. Alternatively, they may be credited above the required teaching credit hours, in which case faculty are compensated. It is very important for you to review your faculty contract regarding wages and compensation.

Mentoring and academic advisement of students are other nonteaching responsibilities expected from faculty. During this time faculty are expected to be available to help students with decisions regarding their professional goals. In some situations, if students are having difficulty with coursework, faculty are also expected to help with tutoring needs. Often these nonteaching responsibilities are scheduled during faculty office hours.

## **Research and Scholarship**

Faculty may also be engaged in nonteaching scholarship activities that include preparing publications and research, special projects for the institution, or presentations at professional development conferences. These nonteaching activities may be credited toward the faculty's required credit hours, or faculty may be given the choice to receive these credit hours as overload. For example, in the mission statement and goals of some colleges and universities, research is an important and expected responsibility of faculty. In these institutions, teaching credit hours may be adjusted to allow faculty time for research activities that bring outside funding into the institution. Assignment of nonteaching activities credited toward faculty's required credit loads are usually subject to academic/managerial decisions by the college or university.

## **Community Service**

Faculty can share their professional expertise both within and beyond the walls of the college or university by presenting at conferences. When faculty present at national conferences, they are representing the campus community to other constituencies. Active membership within professional organizations is another way faculty can represent the college or university on a national level.

Another way faculty can show support for their membership in the college community is by volunteering as a member of a taskforce designed to address special projects on campus. Faculty may apply for grant money from government and private agencies to help with the implementation of these special campus projects.

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It is important for faculty to become active in the life of the campus community. It is not enough just to teach within your discipline and participate in discipline-specific activities. You need to reach out to other college constituencies and become involved in their activities. Your active involvement in the campus community may be the determining consideration in your promotion to a higher rank.

## PREREQUISITES FOR BEING A NURSE EDUCATOR

A question most nurses ask is what the prerequisite is to becoming a nurse educator. You may be surprised to know that there is not a specific or unique list of criteria for someone wanting to become a nurse educator. So where should you begin? Educational requirements vary from program to program and state to state. It is generally understood that one should have a higher degree than the level being taught. For example, a bachelor of science in nursing (BSN)-prepared nurse may teach at the diploma nurse level, a master of science in nursing (MSN) nurse is able to teach at the BSN and diploma levels, and the doctor of philosophy (PhD) can teach at all levels of nursing. This, however, does not hold true at most schools because schools make decisions on who they want to teach their students based on established national guidelines and competencies. The National League for Nursing (NLN) has a list of competencies for the nurse educator that can be found at [www.nln.org](http://www.nln.org). The following eight competencies with interpretative statements can be used as a guide for the nurse educator and are often used as a means for evaluating the effectiveness of nurse educators.

### Competency 1: Facilitate Learning

Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the nurse educator:

- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
- Grounds teaching strategies in educational theory and evidence-based teaching practices
- Recognizes multicultural, gender, and experiential influences on teaching and learning
- Engages in self-reflection and continued learning to improve teaching practices that facilitate learning
- Uses information technologies skillfully to support the teaching/learning process

- Practices skilled 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
- Models critical and reflective thinking
- Creates opportunities for learners to develop their critical thinking and critical reasoning skills
- Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students
- Demonstrates interest in and respect for learners
- Uses personal attributes (e.g., caring, confidence, patience, integrity, and flexibility) that facilitate learning
- Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments
- Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice
- Serves as a role model of professional nursing

## **Competency 2: Facilitate Learner Development and Socialization**

Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. To facilitate learner development and socialization effectively, the nurse educator:

- Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second-degree learners
- Provides resources to diverse learners that help meet their individual learning needs
- Engages in effective advisement and counseling strategies that help learners meet their professional goals
- Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners' self-reflection and personal goal setting
- Fosters the cognitive, psychomotor, and affective development of learners
- Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes
- Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation
- Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy

### **Competency 3: Use Assessment and Evaluation Strategies**

Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning. To use assessment and evaluation strategies effectively, the nurse educator:

- Uses extant literature to develop evidence-based assessment and evaluation practices
- Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
- Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
- Uses assessment and evaluation data to enhance the teaching/learning process
- Provides timely, constructive, and thoughtful feedback to learners
- Demonstrates skill in the design and use of tools for assessing clinical practice

### **Competency 4: Participate in Curriculum Design and Evaluation of Program Outcomes**

Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary healthcare trends and prepare graduates to function effectively in the healthcare environment. They ensure that the curriculum reflects institutional philosophy and mission, current nursing and healthcare trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural healthcare environment. To participate effectively in curriculum design and the evaluation of program outcomes, the nurse educator:

- Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
- Bases curriculum design and implementation decisions on sound educational principles, theory, and research
- Revises the curriculum based on assessment of program outcomes, learner needs, and societal and healthcare trends
- Implements curricular revisions using appropriate change theories and strategies
- Creates and maintains community and clinical partnerships that support educational goals
- Collaborates with external constituencies throughout the process of curriculum revision
- Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program

## **Competency 5: Function as a Change Agent and Leader**

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice. To function effectively as a change agent and leader, the nurse educator:

- Models cultural sensitivity when advocating for change
- Integrates a long-term, innovative, and creative perspective into the nurse educator role
- Participates in interdisciplinary efforts to address healthcare and educational needs locally, regionally, nationally, or internationally
- Evaluates organizational effectiveness in nursing education
- Implements strategies for organizational change
- Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community
- Promotes innovative practices in educational environments
- Develops leadership skills to shape and implement change

## **Competency 6: Pursue Continuous Quality Improvement in the Nurse Educator Role**

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To pursue continuous quality improvement in the nurse educator role, the individual:

- Demonstrates a commitment to lifelong learning
- Recognizes that career enhancement needs and activities change as experience is gained in the role
- Participates in professional development opportunities that increase one's effectiveness in the role
- Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution
- Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
- Engages in activities that promote one's socialization to the role
- 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
- Mentors and supports faculty colleagues

**22** CHAPTER 1 The Organizational World of Academia**Competency 7: Engage in Scholarship**

Nurse educators acknowledge that scholarship is an integral component of the faculty role and that teaching itself is a scholarly activity. To engage effectively in scholarship, the nurse educator:

- Draws on extant literature to design evidence-based teaching and evaluation practices
- Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role
- Designs and implements scholarly activities in an established area of expertise
- Disseminates nursing and teaching knowledge to a variety of audiences through various means
- Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development
- Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity

**Competency 8: Function Within the Educational Environment**

Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role. To function as a good “citizen of the academy,” the nurse educator:

- Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
- Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular
- Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community
- Determines his or her own professional goals within the context of academic nursing and the mission of the parent institution and nursing program
- Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers
- Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues
- Assumes a leadership role in various levels of institutional governance
- Advocates for nursing and nursing education in the political arena<sup>1</sup>

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<sup>1</sup>Reproduced from National League for Nursing. (2005). *Core competencies of nurse educators with task statements*. National League for Nursing. All rights reserved.

These are not, however, the only competencies and expectations of the nurse educator. The American Association of Colleges of Nursing (AACN) also has competencies and expectations that are similar to those just listed. As detailed as these may seem, do not be overwhelmed. It is not expected that any one educator will immediately become competent in all these areas, but they are worth striving for during one's academic career. In addition to these established competencies, the AACN has developed competencies "designed to enhance the ability of nurse faculty to effectively develop quality and safety competencies among nurse graduates of their programs" (AACN, 2012). The 2012 AACN report is a summary of outcomes of programs held in 2010 and 2011 that gave nurse faculty the training and information necessary to improve their curricula. The report discussed six core competencies that were the focus of the training: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. These topics will be expanded on throughout this text.

## **CERTIFIED NURSE EDUCATOR (CNE)**

You may have noticed that some nurse educators have the initials *CNE* behind their names. In 2005, the National League for Nursing (NLN) instituted the Certified Nurse Educator credential, also known as the CNE. This credential recognizes nurse educators who are experienced and skilled in their role as nurse educator. The goal of the NLN was to recognize "excellence in the advanced specialty role of the academic nurse educator" (NLN, 2016). The prerequisites have changed over time; updated information can be found on the NLN website at [www.nln.org](http://www.nln.org). Basically, one must have at least two years of teaching experience in an academic setting, hold at least a master's-level degree, be licensed to practice within a state, and have successfully completed the certifying examination. The certification is good for five years, at which time the person is eligible to sit for recertification. As of 2014, there were more than 4500 CNEs. For some schools this is a requirement for teaching in their nursing programs. For others it is a mark of achievement, but not necessarily a requirement. In 2014, the NLN CNE program received five-year accreditation from the Institute of Credentialing Excellence.

There are several ways one can prepare for the CNE examination. The NLN website offers a number of free resources including a CNE Candidate handbook. Several CNE prep courses are offered by different nursing schools and taught by experts in the field. These are listed on the NLN website. You may also purchase one of the available CNE preparation texts. These texts follow the test blueprint of the core competencies and are supported by relevant research. The sample questions at the end of each chapter will no doubt be useful to anyone planning to take the examination.

## MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

It is an expectation that educators will become members and support their professional organizations. There is an exhaustive list of professional nursing organizations. Two that are directly related to the role of the nurse educator are the National League for Nursing (NLN) and the American Association of Colleges of Nursing (AACN). Most nursing programs hold institutional membership in one or both organizations, so all full-time educators within the program are listed as members. Before attempting to purchase an individual membership, ask your dean whether your school is a “member school.” The benefits of professional membership in the AACN and the NLN are combined here:

- Professional development through participation in seminars and conferences that are offered throughout the year; special discounted rates for members at conferences
- Free educational material and other resources
- Free subscriptions to professional journals
- Organizational support in seeking research funding
- Obtaining information to help keep current regarding changes in nursing education
- Exposure to the legislative process and lobbying for funding
- Opportunity to participate on committees
- National recognition for accomplishments

## SUMMARY

This chapter presented an overview of the structure and bylaws in institutions of higher education and how these structures and bylaws affect the governance process among administrators, staff, and faculty. Also included were important topics related to faculty rights, such as academic freedom and collective bargaining. The process for faculty to achieve rank, tenure, and promotion were reviewed. Finally, the competencies needed to be a certified nurse educator were identified.

## CASE STUDIES

1. You are scheduled to interview for a faculty position in the nursing department at a nearby university. Consider the following, and create a list of questions related to them:
  - a. The mission of the university
  - b. Your rank at hire
  - c. Requirements for receiving tenure and promotion



- d. Faculty in-load teaching requirements
  - e. Faculty compensation
  - f. Your responsibilities as a member of the college community
  - g. The structure of shared governance at the university
2. You have been thinking seriously about achieving certification as a nurse educator. The NLN has developed eight competencies for evaluating the effectiveness of nurse educators. Review each of these competencies, and develop a plan for how you will meet these competencies in your professional faculty practice.
  3. Now that you have entered the arena of higher education, decide which organizations you may want to join as an active member. These organizations may come from higher education, nursing education, or your professional practice. Explain why you chose each organization.

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