



Nursing Faculty (REF: BCH-BSNG 2020-21) – Revised / reposted 6/2/2020

Be part of the Presbyterian School of Nursing (PSON) faculty at the heart of Queens' commitment to the academic success of the future nursing workforce. We are proud of our outstanding student outcomes, including our NCLEX-RN first time three-year average pass rate of 97%. Our next nursing faculty members will collaborate with the PSON faculty and contribute to our diverse student learning environment in clinical, classroom, simulation and nursing labs. Queens faculty also have the opportunity to teach in the university General Education program and lead international study abroad programs.

The [Presbyterian School of Nursing](#) (PSON) invites applications for a full time, 9-month nursing faculty position in the BSN program on an annual contract. We seek a faculty member who will assume primary responsibility for instruction in the generalist role of the pre-licensure BSN student, including clinical instruction. Masters prepared faculty will teach in the BSN program; doctorally prepared faculty may teach in the BSN and MSN programs, depending on the needs of the programs. This position reports to the Chair of the BSN program. *This position is exempt from provisions of the Fair Labor Standards Act (FLSA) and is not eligible to earn overtime pay or compensatory time off for additional hours worked.*

Essential Duties and Responsibilities

Classroom, clinical, and online instruction includes delivery of content within the guidelines established by the BSN program, the NC Board of Nursing, and the accrediting bodies.

In the faculty role, the instructor will:

- Prepare or assist in preparation of course material for area of assigned teaching including appropriate content, design of teaching strategies, learning experiences, and methodology for evaluation of student learning.
- Facilitate student learning in the classroom, online, and clinical environments.
- Facilitate learner development and socialization.
- Select appropriate assessment and evaluation strategies.
- Participate in curriculum design and evaluation of course and program student learning outcomes.
- Function as a change agent and leader.
- Contribute to the PSON plan for continuous quality improvement.
- Engage in scholarship and professional service.
- Support the student's career development through NCLEX Coaching, academic and professional advising.

During laboratory, simulation, and clinical instruction, the instructor is responsible for small groups of students, with associated planning and student evaluation activities required. The Clinical Instructor maintains responsibility for instruction, while collaborating with nursing and other healthcare professionals of the clinical facility

Qualifications, Experience, Knowledge and Skills Required

In alignment with the requirements for faculty in the Blair College of Health Faculty and Staff Handbook, Nurse Faculty in the PSON must meet the following:

Educational background and experience:

- Must hold a graduate degree in nursing. Must hold an earned doctoral degree in nursing or related field from an accredited institution to teach in the MSN program. If the doctoral degree is

not in nursing, must have a master's degree in nursing from an accredited institution.

- Must meet the North Carolina Board of Nursing requirements for faculty as established in [NC Board Rule 21 NCAC 36.0318 Faculty](#) or have a plan to meet the requirements prior to or within the first three years of teaching.

Faculty must meet all applicable requirements for governing and approval bodies; including but not limited to: University policy, CCNE, & SACSCOC. Clinical faculty must meet all compliance requirements for their assigned clinical site.

- Licensure: Hold an active, unrestricted multistate license with privilege to practice as a registered nurse in North Carolina. Master's prepared faculty teaching only in the BSN program may hold an active, unrestricted single state license to practice as a registered nurse in North Carolina.

The successful candidate will demonstrate the following:

- Theoretical knowledge and expertise in the course content area.
- Ability to contribute to curriculum development, implementation, and evaluation.
- Ability to use learner-centered, high-impact, active teaching strategies in a classroom and online environment.
- Ability to work effectively with diverse faculty, staff, and students.
- Commitment to professional development and maintenance of professional credentials
- Ability to work effectively in a collaborative setting.

Application Process

Qualified candidates should submit the following via email to hr@queens.edu in (.doc) or (.pdf) format. Incomplete applications will not be considered. Queens will continue to accept applications until the position is filled.

1. a letter of application addressing the position qualifications and experience
2. teaching philosophy, including your philosophy of teaching a diverse student body
3. current curriculum vitae or resume
4. contact information for three professional references.

Be sure to include “**REF: BCH-BSNG 2020-21**” and **YOUR NAME** in your email Subject Line.
(**Example:** REF: BCH-BSNG 2020-21 Shawn Mullin)

About the Andrew Blair College of Health

The mission of the Andrew Blair College of Health is to prepare dynamic practitioners and leaders in health and sport-related fields who contribute to the health and wellness of its constituencies in the region and beyond. The Blair College of Health aspires to be recognized regionally for its healthcare and sport-related programs as models of excellence, for its students as outstanding achievers, and for its faculty as leaders in healthcare and sports science discourse and knowledge dissemination.

The Blair College of Health encourages interprofessional experiences in our departments and the Presbyterian School of Nursing. The Kinesiology Department offers undergraduate majors in Exercise and Sport Science and Sport Management. The department of Interdisciplinary Health Studies, offers undergraduate majors in Human Service Studies, Health Sciences, and Health Education and Promotion, and a Masters in Health Administration degree.

About the Presbyterian School of Nursing

The Presbyterian School of Nursing (PSON) has been educating nurses in the Charlotte region since the 1930's. The mission of the Presbyterian School of Nursing is to educate individuals to practice professional nursing in a variety of roles and settings with the commitment to nursing scholarship, leadership, and service to diverse populations within a global context. The PSON is proud that our baccalaureate degree program in nursing and the master's degree program in nursing are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The PSON offers a Bachelor of Science in Nursing degree (traditional and accelerated, second degree), an online RN-MSN option, and an online Master of Science in Nursing degree (nurse administrator, nurse educator, nursing informatics, and Clinical Nurse Leader® tracks). Located in Knight Crane Hall on the Queens campus in Charlotte, the PSON houses the state-of-art Jon and Christie Hunt Nursing Simulation Center. Queens location in Charlotte provides the opportunity for clinical experiences at two major healthcare systems, a regional healthcare system, and numerous community sites, including clinics and schools. Graduate students complete their clinical experiences in their state of residence.

Additional Information

Located in the heart of the nation's second fastest growing metropolitan area, Queens University of Charlotte leverages the city's diverse and thriving environment as an extended classroom. Nationally recognized for undergraduate programs in international and interdisciplinary education, Queens blends the best of liberal arts learning with professional preparation and community engagement. Focused on supporting success for diverse learners, faculty build close and collaborative relationships with students and help them build intentional and individualized roadmaps for flourishing at Queens and beyond. At the graduate program level, the University offers innovative educational experiences that help learners advance professionally and retool for new opportunities. Our environs afford faculty myriad opportunities to advance their own professional growth and teaching and research interests by collaborating with vibrant industry, non-profit, and community organization sectors.

Queens offers comprehensive benefits to eligible employees, including: medical, dental and vision insurance, domestic partner benefits, defined contribution (matching) and supplemental 403(b) retirement plans, vacation and generous paid holidays, tuition remission and tuition exchange, Queens-paid life insurance, supplemental life insurance, dependent life insurance, accidental death and dismemberment insurance, flexible spending accounts (medical, dependent care, Health Savings Account), sick leave and long-term disability leave, paid parental leave, FMLA leave when eligible, reduced cost meals at Morrison Dining Hall, employee assistance program (EAP), wellness programs. In addition, employees may choose benefits such as pet insurance, critical care insurance and legal assistance.

Queens University of Charlotte is an equal opportunity employer and is firmly committed to supporting and celebrating all forms of diversity. Queens does not discriminate on the basis of race, color, gender,

sex (including pregnancy, child birth and conditions related to pregnancy or child birth), sexual orientation, gender identity or expression, religion, age, national origin, disability, political beliefs, veteran status, genetic information or any characteristic protected by law in the administration of its educational and admissions policies, scholarship and loan programs, athletic programs, employment and hiring policies, or other University-administered programs.

Any individual with a disability who needs any reasonable accommodation under the Americans with Disabilities Act to apply for a position or otherwise to participate in Queens' job search/selection process should contact the Director of Human Resources at 704.337.2297.

Physical Requirements (with or without reasonable accommodation)

- Visual Abilities: Read reports, create presentations and use a computer system – 75-100% of the time.
- Hearing: Hear well enough to communicate with co-workers, vendors and students – 75-100% of the time.
- Dexterity, Grasping, Feeling: Write, type and use the telephone, copier, and computer systems. Clinical faculty: manual dexterity, fine motor abilities sufficient to provide safe and effective nursing care. – 75-100% of the time.
- Mobility: Open files and operate office machines; move between departments and attend meetings across campus. Clinical faculty: gross motor abilities sufficient to provide safe and effective nursing care. – 75-100% of the time
- Talking: Frequently convey detailed or important instructions and ideas accurately, loudly, or quickly – 75-100% of the time.
- Lifting, Pulling, Pushing: Exert up to 30 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. – 50-74% of the time. Clinical faculty may not have lifting or mobility restrictions – 100% of the time.
- Cognitive/Emotional: Ability to critically think and concentrate. Must be able to respond quickly to changes in conditions – 75-100% of the time.

Work Conditions

- Work in office and classroom environments, involving contact with students, faculty, parents, staff, administrators, trustees, and vendors.
- Travel to clinical agencies in the area, involving contact with students, agency staff and administrators. Work in clinical agencies involves evolving clinical situations that may require rapid response
- Work has deadlines, multiple interruptions, high volume, and may be stressful at times.

The above description is not intended to be an all-inclusive list of the duties and responsibilities of this positions, nor are they intended to be such a listing of the skills and abilities required to do the job. Rather, they are intended to describe the general nature of this position.

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