

NURSING LEADERSHIP ABSTENTION & ENTROPY MANAGEMENT

GOALS:

1. To recognize an existing academic nursing education concern related to a less than an academic full-time onsite nursing program director/administrator – known as nursing leadership abstention. (General definition of abstention: The act of choosing not to do or not to have something.)
2. To encourage and recommend academic full-time onsite nursing program director/administrator behaviors to curtail Entropy.
3. To remind all academic presidents, nursing educators, community nursing educational facilities, academic hiring boards, and state boards of nursing regarding their responsibility to recommend, encourage, and maintain a full-time onsite effective academic nursing education director/administrator according to a pre-established job description and amid increasing healthcare advances and the uncontrollable events of Entropy.

UNDERSTANDING THE CONCERN:

There is evidence that some academic administrators have chosen to have their nursing director/administrator position filled with a person who is hired part-time, lives out of the community (off-site), or visits the on-campus nursing program and/or community educational sites infrequently--maybe one day a week. There are often, also, full-time nursing employment responsibilities in another geographical area many miles away. The excuse for abstention is sometimes related to computer online access. The hiring leadership decision by the academic administrator is often despite available qualified nursing leader(s) within the academic community/area or perhaps the unwillingness of a nursing faculty member promotion. From this

information, it is questionable whether the selected off-campus, distanced, infrequent visiting and significant employment elsewhere is appropriate in meeting a pre-determined job description that should require full-time onsite nursing educational leadership.

Academic nursing program director/administrator responsibilities require a full-time on-site administrative nursing faculty person to make necessary and timely nursing leadership decisions. When a timely academic nursing director/administrator's decision is needed and no nursing director/administrator is available or present, a decision must be made by someone--a nursing faculty person, perhaps-- whose job description and monetary compensation do not include a nursing director's/administrator's responsibility.

The questions are apparent:

Why would a presumed qualified and unavailable full-time nurse *apply for and accept* an academic nursing director/administrator position knowing he/she could not meet an appropriate academic full-time onsite nursing director/administrator job description?

Or--Why would an academic administrator *consider hiring* a presumed qualified and not available full-time onsite nurse knowing he/she does not meet an appropriate academic full-time onsite nursing director/administrator job description? Is it not obvious to an academic administrator that leadership abstention would be a problem? Or, were the job description requirements inappropriately stated to allow/tolerate leadership abstention?

An academic administrator's responsibility requires hiring compliance with a previously determined and objectively prepared nursing director/administrator job description requiring full-time onsite availability.

NURSING DIRECTOR/ADMINISTRATOR JOB DESCRIPTION INCLUSIONS:

Academic full-time onsite nursing director/administrator expectations include (but are not limited to):

1. Monitoring and evaluating faculty preparation, instruction, and effective student participation/involvement in the classroom and on-campus nursing skill practice.
2. Leading consistent faculty meetings to maintain established nursing educational standards, resolve and manage potential or present educational or student problems, and maximize all nursing student educational experiences and learning.
3. Establishing, monitoring, and evaluating student nursing educational experiences and situations within all academic and community nursing facilities/settings.
4. Meeting all general academic requirements of faculty participation and meetings.
5. Establishing and maintaining an effective working and problem-solving relationship with community healthcare facilities offering supervised student nursing experiences.
6. Maintaining an educational relationship with community healthcare facility leaders and providers regarding student nursing experiences.
7. Increasing overall educational vigilance and open communication due to the continual influence of Entropy—a universal destructive and uncontrollable happening wherein *everything* (including nursing processes and human behavior) moves constantly toward randomness and dissolution. Therefore, nothing ever stays the same—including provision and advancement of health care!
8. Participating in classroom teaching and student evaluation as necessary and/or assigned.

THE EFFECTIVE USE & MISUSE OF ACADEMIC HIRING BOARDS:

Selected academically appointed board members are often used for providing hiring recommendations to the academic administrator according to a pre-established nursing director/administrator job description. This job description indicates the expected cognitive, and psychomotor abilities, and expected attitude that help identify the most suitable person from a select group of applicants. Even with a written job description, board members

might not have a comprehensive understanding of the total academic full-time onsite leadership responsibilities; therefore, the board's hiring recommendation, at times, can be somewhat inappropriate or misguided. One specific question asked by a board member of a job applicant that seems to meet the personal needs of one or more board members can be a deciding factor.

The academic administrator's role demands personal intellectual astuteness, common sense, and personal weighing of any board-recommended applicant regardless of the board member's collective hiring reasons or attempts of hiring coercion.

The final hiring decision, as an outcome of a board's recommendation, is an academic administrator's prerogative and should, personally, be carefully considered by the academic administrator as to the recommended person's ability to meet the pre-determined nursing director/administrator job description.

THE TRUTH PREVAILS:

Responsible, accountable, sustainable, and successful professional student nursing behaviors prevail as an outcome of persistent, accountable, full-time, onsite planning, and monitoring of multiple facets of nursing education requirements, opportunities, and experiences.

Nursing leadership director/administrator successful behaviors are more likely to prevail as an outcome of a full-time onsite nursing director/administrator.

Consistent quality nursing education and successful curtailment of nursing education Entropy can only be met as an outcome of persistent, consistent, and full-time onsite academic nursing education leadership.

Each State Board of Nursing (BON) is an important monitor and supporter of quality academic nursing education. State Boards of Nursing promote standards for safe nursing care and the scope of nursing practice. Vigilance by State Boards of Nursing of an academic administrator's maintenance of a full-

time onsite nursing director/administrator is important to ensure nursing graduates are prepared to perform safe and up-to-date nursing practice.

IN CLOSING:

The nursing educational concerns related to leadership abstention referenced in this article are an outcome of personal perception, observation, experience, and honesty. However, the concerns and responsibilities mentioned in this article are important enough to encourage a thoughtful pause by all academic administrators of nursing programs, nurse educators, community healthcare providers, and any concerned group(s) promoting quality healthcare education. The purpose should be to preserve appropriately the necessary existence and maintenance of quality academic nursing leadership without witnessing or experiencing leadership abstention or unnecessary Entropy.

Our intellectual understanding of Entropy (in all universal things) provides the impetus/momentum to promote and stabilize full-time onsite academic nursing director/administrator roles according to a pre-determined job description requiring social skills and process/decision-making skills.

Hold academic administrators, community nursing administrators, nursing directors, nursing educators, and state boards of nursing responsible for sustaining quality nursing education by insisting or requiring a full-time onsite nursing director/administrator.

As a self-proclaimed “watch-hawk of nursing education” encouraging full-time onsite nursing leadership, I recognize the rapidly changing nursing healthcare approaches that require nursing leadership attention to ensure accurate and updated nursing practice.

Therefore, let us move forward smartly. It is through our intellect and responsibility that we hold steady accountability for academic full-time onsite nursing director/administrative leadership that will deny nursing leadership abstention.

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