



Nursing Faculty

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. Nursing faculty members 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 advance their scholarship, 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, non-tenure track nursing faculty member to teach in the BSN program on an annual contract
- seeking applicants with content expertise and educational preparation in: **mental health and/or medical surgical nursing.**

We seek faculty members who will assume primary responsibility for instruction in our pre-licensure BSN program, including clinical instruction. Masters-prepared faculty will teach in the BSN program; doctorally-prepared faculty may teach in both the BSN and MSN programs, depending on the program's needs. Faculty in the Presbyterian School of Nursing report to the BSN Program Chair or the Chair of Graduate Studies in Nursing. *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.

Faculty in the Presbyterian School of Nursing:

- Prepare or assist in the 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 professional development and socialization.
- Participate in curriculum design, including selection of appropriate assessment and evaluation strategies.
- Contribute to the PSON plan for continuous quality improvement through evaluation of courses and student achievement of program learning outcomes.
- Support the student's career development through NCLEX coaching, academic and professional advising.
- Engage in scholarship and professional service.

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. Faculty teaching in graduate courses may facilitate and monitor precepted clinical experiences.

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.

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.

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

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.

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
4. contact information (name, email address, phone numbers) for three professional references.

Be sure to include "**BCH-NSG 2022-23**" and **YOUR NAME** in your email Subject Line. (**Example:** BCH-NSG 2022-23 Shawn Mullin)

Applications received by April 8, 2022 will receive first consideration. Queens will continue to accept applications until the position is filled. Incomplete applications will not be considered. We are unable to accept or return phone calls about the status of your application.

About Queens

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.

Because of our history of innovation and our legacy of strong leadership, **Queens is positioned to be among the new forerunners of American higher education.** This is a defining moment for Queens. While other institutions are focused on sustaining and surviving, we are thinking much bigger. Institutions that understand what is needed and are willing to reimagine what is possible can position themselves to thrive and strengthen their market position after the pandemic with innovative approaches that are deeply connected to the world and its greatest challenges.

By 2030, **Queens aspires to become the leading, private, national university of Charlotte** with deep, meaningful, and reciprocal connections to the needs of our local community and economy; inventive and multidisciplinary academic programs that are connected to the world's most pressing challenges and biggest areas of opportunity; a fully connected, integrated, and innovative set of experiences that support holistic wellness and wellbeing; a culture of continuous improvement and investment that enables faculty and staff to flourish and achieve their full potential; and a comprehensive approach to diversity, equity, and inclusion that begins on campus and radiates throughout the community.

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.

Benefits

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, 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), paid parental leave, FMLA leave when eligible, reduced cost meals at Morrison Dining Hall, employee assistance program (EAP), free access to the Levine Center, 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 704.337.2222.

Work Conditions

- Work in office, classroom, simulation, and virtual environments, involving contact with students, faculty, parents, staff, and administrators.
- 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.

This 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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