

POPINVITED: ID# 101220

Title:

Leadership: Critical in the Accreditation Process

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ACCEPTED

Session Title:

Emerging Educational Administrator Institute (EEAI)

Slot:

EEAI: Sunday, 17 November 2019: 11:45 AM-12:15 PM

Applicable Category:

Academic, Leaders

Keywords:

Accreditation, Education and Leadership

References:

Davis, S. W., Weed, D., & Forehand, J. W. (2015). Improving the nursing accreditation process. *Teaching and Learning in Nursing, 10*, 35-38. doi.org/10.1016/j.teln.2014.09.003

Hanna, K., Duvall, J., Turpin, R. L., Pendelton-Romig, K., & Parker, S. (2016). Mastering the journey to continuous compliance: process improvement for excelling at CCNE accreditation. *SAGE Open, April-June*, 1-5. doi:10.1177/21582444016656231

Haverkamp, J. (2017). A map for successful CCNE accreditation. *Journal of Professional Nursing, doi.org/10.1016/j.profnurs.2017.09.003*

Abstract Summary:

Leadership skills from three overlapping models were instrumental in assessing and developing an evaluation plan for accreditation. Gaps exist in the knowledge and location of the appropriate evidence

required for program evaluation activities. Educational intervention may promote faculty engagement and ownership of the program improvement process.

Content Outline:

OBJECTIVES	EXPANDED CONTENT OUTLINE
1. To illustrate the steps taken in a leadership project to prepare the evidence base to meet CCNE accreditation standards.	1. Identification of accreditation team 2. Review of CCNE accreditation standards 3. Creation of course shell 4. Faculty forum 5. Survey 6. Results 7. Future direction
2. To discuss how the application of a variety of leadership styles were instrumental when adapting to an organization, groups and a situation.	1. Authentic leadership 2. Mindful leadership 3. Service leadership

Topic Selection:

Emerging Educational Administrator Institute (EEAI) (25197)

Abstract Text:

Background: The Emerging Educational Administrator Institute (EEAI), sponsored by STTI and the Chamberlain College of Nursing, afforded me the opportunity to address my limited understanding of accreditation while continuing to grow as a leader, through the development and implementation of a leadership project. **Purpose:** The purpose of my leadership project was to identify a team of individuals who are committed to preparing the evidence base to meet the accreditation standards for baccalaureate degree education as required by the Commission on Collegiate Nursing Education (CCNE) and create a well-established evaluation plan, with an emphasis on outlining and assuring that all components of CCNE Standard IV: Program Effectiveness are met. **Methods: Project Activities** This leadership project begun in March, 2018 and continues with an expected completion of October, 2019. A team of faculty who have had prior experience with accreditation was created. An accreditation course shell was created for faculty to have access to the accreditation standards and the systematic program evaluation plans for a Midwest School of Nursing. Files were created in the course shell in preparation of gathering the supporting evidence needed for each component of the CCNE Standards I-IV. All faculty were invited to join. Faculty forum on accreditation was held. Survey questions were

created to assess the knowledge of the key elements (A-J) of Standard IV. **Measures: Project Methods** The survey questions related to one element of Standard IV were distributed to full-time tenured track faculty ($N = 25$) on a monthly basis. The results suggested a gap exists in the knowledge and location of the appropriate evidence required for program evaluation activities. Preliminary discussion of the results of the surveys has heightened awareness of the evidence required to support effectiveness in preparation for CCNE accreditation and facilitate ongoing program assessment. The results of the survey questions, with an emphasis on program evaluation activities for CCNE Standard IV, will be presented to all full-time tenured track faculty in September, 2019. Committee chairs will monitor the collection of evidence related to CCNE Standard IV and will upload evidence in the course shell. **Measures: Project Outcomes** Knowledge focusing on accreditation and the evidence required to support program assessment may facilitate the creation of a climate which is supportive for all stakeholders resulting in a successful accreditation visit and ongoing program evaluation activities. This journey in leadership solidified the notion that leadership is not a one size fits all approach. Leadership styles are selected to adapt to fit groups, organizations and situations. The use of multiple leadership models (authentic, mindful and service) has afforded the opportunity to lead a team, assess faculty knowledge, identify opportunities for growth, and create an educational program assuring that all components of CCNE Standard IV: Program Effectiveness are addressed by all faculty as stakeholders. Three leadership constructs largely contributed to my development in this academy: self-awareness, empowerment and the sense to do the right thing. **Discussion** Faculty may not have a full understanding of what is required to achieve and maintain accreditation. Educational intervention in preparation for an accreditation visit may promote faculty engagement and ownership of the program improvement process. This project was chosen to create an environment that facilitates preparation not only for accreditation but contribute to quality improvement of the program over time. In the future, ongoing assessment of faculty knowledge and training related to CCNE accreditation is needed as full-time tenure track faculty continue to change.