An examination of the impact of the institutional problems on the establishment of a title III funded baccalaureate nursing program at Morris Brown College

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AN EXAMINATION OF THE IMPACT OF THE INSTITUTIONAL PROBLEMS ON THE ESTABLISHMENT OF A TITLE III FUNDED BACCALAUREATE NURSING PROGRAM AT MORRIS BROWN COLLEGE

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ABSTRACT
PUBLIC ADMINISTRATION

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An Examination of the Impact of the Institutional Problems on the Establishment of a Title III Funded Baccalaureate Nursing Program at Morris Brown College

Adviser: Dr. George Kugblenu

Degree Paper dated July 27, 1984

The purpose of this paper is to provide an objective analysis of the establishment of a Bachelor of Science Nursing Program at Morris Brown College. This paper is intended to assist the College administrators in better evaluating and assessing problems which may occur in implementing future developmental programs.

It is important to do this study because nursing education seems to be an exciting match of educational opportunity and community need. Morris Brown College has elected to institute such a program as a result of data which reflect continuing disproportional black representation among currently licensed registered nurses. Also, current statistics show that 30 percent of practicing, black nurses graduated from associate degree programs compared to 11 percent of all non-minority
The baccalaureate nursing program planned by Morris Brown College will enable individuals to earn a Bachelor's Degree in nursing either at the entry level or as the next step in their nursing education.

In addition, Morris Brown College is located in the urban center of Atlanta, and the inner-city population nursing care needs are both urgent and underserved. The activities planned by the college in connection with nursing program will include inner-city clinical experiences. Accomplishment of this educational goal will prepare Blacks and others for meaningful participation in mainstream society as health care professionals.

The nursing program is important, also, from a financial point of view. It satisfies the requirements of the Secretary of Education and enabled the College to obtain an educational grant under Title III Special Needs Program, thereby providing the funds to pilot the project.

Primary data for this paper were obtained through participatory observation and interviews with personnel from the following divisions at Morris Brown College: Natural Sciences and Mathematics; Social Sciences; and from the office of the Vice President for Developmental Affairs. Primary data was also obtained through interviews with: Ms. Carolyn Hutcherson, Director of Georgia State Licensing Board; Dr. Stephen Wilson, Associate Dean of the College of Health Sciences, Georgia State University; Dr. Cecilia H.
Cantrell, Chairman of the School of Nursing at Georgia, State University. Additional data were obtained from books, journals, magazines and correspondence.
I. INTRODUCTION

Over the last three decades Black colleges in the United States have been faced with critical problems which threaten their existence. The problems have been compounded consequent upon the Supreme Court declaration in the 1960's that, in education, separate and equal are contradictory. Under Title VI of the Civil Rights Act, state university systems were required to integrate and provide more equitable opportunities for Blacks.¹ During the 1970's, states were required to integrate further, and as a result of legislation passed, state institutions implemented affirmative action programs aimed at attracting qualified black students into state colleges and universities which were previously predominantly white. This resulted in a drain on the student population in the Black colleges and also on the financial resources of those institutions.² Since 1981 the problems with enrollment in Black educational institutions have significantly increased due to inflation and President Reagan's economic policies.

Unlike many state institutions of higher education, Morris Brown College, being a private Black institution, is


largely dependent on the tuition and fees paid by students. Over the past three years, the College has been experiencing financial difficulties due to low student enrollment. This reduction in student enrollment appears to be the result of inflation and President's Reagan economic policy which significantly reduced student financial aid.

While the number of college students has more than tripled in the past twenty-five years, the percentage enrolled in black colleges dropped from 82% in 1965 to about 28% in 1983. Since 1981, inflation and Reaganomics are striking hardest at black private colleges with tiny endowments.3

Morris Brown College is a member of the United Negro College Fund. The endowments of the 42 colleges that belong to that body, have been hardest hit by cuts in student aid. According to Ellie McGrath, in a 1981 article, endowment averages only $3,028 per student compared with the national average of $5,741 for other 4-year private schools.4

During the years 1980-81, Morris Brown College had a student population of 1,611. In 1981-82 that number declined to 1,526; in 1982-83 it had declined to 1,328. In an effort to combat these problems, the College decided to implement a program that they hoped would attract quality students and at the same time, boost the College's revenue.

3Ibid, p. 3.

4Ibid.
The idea of establishing a nursing program germinated from the need to provide sufficient opportunities in nursing education for Blacks and others. In Fulton County, 22% of all registered nurses are black; however, 67% of the total population is Black.

The Atlanta Constitution noted in a major editorial on 28 March 1983, the widespread concern about Georgia's failure to meet the educational needs of Blacks. The editorial stated that:

The state's 33 colleges and universities have been losing black enrollment since 1970 when a lawsuit alleging discrimination at colleges in ten states was filed, focusing national attention on the problem. Blacks made up 15.5% of Georgia's public college population and were concentrated primarily at a few traditionally black colleges. In 1980, they had dropped to 15%. But states have repeatedly shrugged off warnings that they needed to act more aggressively as 'premature'.

The purpose of this study entails an analysis of the efforts of Morris Brown College to implement a baccalaureate nursing program which the College hopes will address its enrollment and financial problems as well as meet the need for more Black nurses in the community. The rationale for implementing a baccalaureate in nursing program as opposed to any other developmental program, was that there is a great need to provide sufficient opportunities in nursing; that although Blacks constitute 12% of the nation's population only 4% of the registered nurse population is

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black; and that this disproportionate representation is
greater in Georgia than in any other state. Also, that
nursing would be likely favored to receive funding under
Title III Special Needs Grant.\textsuperscript{6}

The basic problems which the writer identified in
the implementation of the nursing program are: inadequate
institutional financial support; lack of flexibility in
organizational policies; lack of support for the program
from key faculty and staff personnel; inefficient
administrative procedures and poor human relations. The
goal of this study is to examine the aforementioned factors
and to make recommendations aimed at assisting the College
administrators in better evaluating and assessing likely
problems which might occur in implementing future
developmental programs.

\textsuperscript{6}Interview with Dr. James Penn, Morris Brown College,
II. THE PROBLEM AND ITS SETTING

Morris Brown College is a private co-educational four-year degree granting institution consisting of a faculty and staff of approximately 268 and a student body of 1,328. The College, which was founded in 1881 by the African Methodist Episcopal Church, has four main divisions: the divisions of Natural Sciences and Mathematics; Social Sciences; Education and Psychology; and Humanities. Within each division there are several departments. The department of Biology falls under the Division of Natural Sciences and Mathematics and is currently the department within which the nursing program is located.

The proposed nursing program is governed by the Georgia Board of Nursing (GBN). The GBN is the licensing authority which sets out the rules and regulations governing implementation of nursing programs that are not subject to the policies of the Georgia Board of Regents. The standards and curricula for the program are in the form of a broad framework of basic requirements within which flexibility is possible. However, the programs offered by the College must meet the Board's requirements before classes may begin.

In order to receive approval to start a program, the Georgia Board of Nursing requires that the College gives
evidence verified by a visit from GBN representatives, that it has the resources and educational practices that will enable it to achieve its own philosophy and purpose for a sound educational program. The Board also requires that the program meets GBN's requirements before graduates from the program will be eligible for examination and registration.

The following requirements are among those specifically outlined in the rules of the Georgia Board of Nursing:

(1) The program shall be an integral part of a college or university accredited by the Southern Association of Colleges and Schools.

(2) The minimum length of a Nursing Education Program shall be six academic quarters each of which include clinical experience under faculty supervision. The final quarter of all approved programs shall have heavy emphasis placed on clinical experience and shall include a minimum of two eight hour clinical sessions per week.

(3) All nursing programs shall have written contractual agreements with hospitals or health agencies providing clinical experience in the areas of medical, surgical, obstetrical, pediatric and psychiatric nursing.

(4) Adequate financial resources shall be available for the operation of the nursing program.

(5) Provide a teacher/student ratio of no less than one full time faculty member for each twenty full time students enrolled in nursing courses....

(6) There shall be an advisory committee with representation from each of the agencies providing clinical facilities for the program.7

7Georgia Board of Nursing Rules, 1982, 410-3 3.02.
It is necessary to look at the nature of Title III Institutional Aid Programs in order to provide the reader with a basic knowledge of the type of grant funding obtained by the College and the limitations placed on the use of those funds. The particular approaches that the College uses in disbursing grant funds are a matter of organizational policy and not a stipulation of the grantor.

**Title III Institutional Aid Programs.**

Title III Institutional Aid Programs provide Federal financial assistance to help eligible institutions of higher education to solve problems that threaten their ability to survive and to stabilize their management and fiscal operations so that they may achieve self-sufficiency. Beginning in fiscal year 1982, eligible institutions were able to apply for funding under the following three new grant programs:

1. The Strengthening Program
2. The Special Needs Program
3. The Challenge Grant Program

These programs provide funds to plan, develop, and implement activities for: the development of academic programs and faculty; administrative management; acquisition of equipment for use in management of funds and academic programs; joint use of facilities such as libraries and laboratories; and student service.

The limitations placed on the use of grant fundings
from these programs require that they may not be used to
cover any general operating and maintenance expenses of
grantees or to supplant what the institution would otherwise
spend to carry out activities allowed under programs.

The College obtained funding for the nursing program
under the Special Needs Program. The purpose of the Special
Needs Program is similar to that of the other programs; that
is, the Strengthening Program and the Challenge Grant
Program. The overall purpose is to assist eligible
institutions to carry out planning and development activities
that will enable them to become viable, thriving institutions
of higher education and, therefore, free from the need for
continued assistance under Title III. 8

The writer observed that there were problems with
implementation after accepting a lateral reassignment from
the Department of Business Administration and Economics to
work with the nursing program. The writer's duties and
responsibilities included attending institutional and
departmental meetings and workshops; advising interested
individuals about the program and distributing program
literature; writing letters and memoranda; processing
curriculum and syllabi; supervising work study students.

8United States Department of Health Education and
Welfare, Higher Education Act, Section 301:1, Washington,
D.C., 1982.
Statement of the Problem.

The ability of an institution to meet its stated objective is limited by its institutional strength. This fact is exemplified in a particular situation at Morris Brown College when in September 1968, the College decided to establish a nursing program; but because of institutional problems, the program has not been able to take-off as planned. These problems are: inadequate institutional financial support; lack of flexibility in organizational policies; lack of support for the program from key faculty and staff personnel; inefficient administrative procedures and poor human relations.

The purpose of this paper is to examine these institutional problems and how they inhibit the effective implementation of the nursing program.
III. REVIEW OF LITERATURE

A major factor that impeded the timely implementation of the nursing program is lack of adequate institutional funding. Funding is a key ingredient for making policy decisions work. Larry N. Gerston, in his book *Making Public Policy: From Conflict to Resolution*, notes that "The coordination of planning, program commitments and money can spell success or failure for policy implementation."\(^9\)

Gerston further states that some of the most critical obstacles in policy implementation include lack of funds; and that more times than not, implementation is not a yes or no matter. Rather it is an activity that occurs in degrees.\(^10\)

Marilyn Moates Kennedy states that problems of organization defy generalization. Kennedy also points out that the problems of individual managers, too, cannot be generalized. But in assessing the situation certain patterns emerge, such as the possibility that all organizations are affected by the prevailing economic climate and changing worker values.\(^11\)

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\(^10\)Ibid.

Management is a critical factor in any organization. Common goals and functionalization are not enough to insure against havoc and confusion in any organization. It is equally critical for an organization to maintain proper communication of common objectives and coordination of activities. Fred J. Carvel points out that the concept of coordination is concerned with the timing and sequence of activities in an organization. Carvel emphasized, however, that coordination should not be confused with cooperation. Both activities, he states, are essential in a group or organization effort but cooperation is more concerned with the willingness of individuals to work voluntarily with others.¹²

Robert T. Nakamura and Frank Smallwood state that one important organizational process that engenders rigidity "is the tendency...for organizational ideologies to develop that take precedence over original goals...and typically create resistance to change by sanctifying the existing state of affairs."¹³ Nakamura and Smallwood further state, that, if technical evaluation is a means-end analysis, then policy makers are expected to provide analysts with the ends. The first obstacle to objective evaluation is encountered when policy makers fail to define

¹³Ibid.
program goals in precise terms.\textsuperscript{14}

In a college, the key group of believers is the senior faculty. When they are hostile to a new idea, its attentuation is likely; when they are passive, its success is weak; and when they are devoted to it a saga is probable. A single leader - a college president, can initiate the change, but the organizational idea will not be expanded over the years and express in performance unless ranking and powerful members of the faculty become committed to it and remain committed even after the initiator is gone.\textsuperscript{15}

Baldridge noted the above theory in an effort to explain that administrators need personal skill and charisma as well as extensive knowledge of organizational behavior and of the process of organizational change in order to be influential and command power in the organization.

The subject of "power" is one of the most difficult areas of management to understand and to put into perspective. David C. McClelland notes that individuals do influence other people all the time and that organizations require members to exercise power in order for them to function effectively. McClelland explains this paradox by suggesting that there are "two faces of power." The negative face of power is, according to McClelland, characterized by dominance and


submission and the feeling — that if one person wins then the other must lose. In contrast McClelland argues that the "positive" face of power is characterized by concern for group goals; for finding those goals that will motivate people for helping the group or organization to formulate them; for taking initiative to provide means of achieving them; and for giving group members the feeling of competence they need to work hard for them. The primary motivation for gaining power in this case is to exercise power for the benefit of others.\textsuperscript{16}

As previously stated, cooperation is essential for achieving group goals, but coordination is also vitally important. There are times when group members will feel threatened by the implementation of a new program or by a change in organization policy. They may feel that such a change is likely to cost them their "positions of prestige." On those occasions group members fail to think of the group or organizational goal as primary. John R. P. French and L. Coch in their article, "Overcoming Resistance to Change" point out that organizational members often resist change because to those members, an admission to change as necessary is felt to be an admission that their jobs were not being done satisfactorily in the past. French and Locke believe that often suggestion for new programs are

taken to be criticisms of their programs and/or departments by group members. The authors suggest that open discussion regarding planned changes may help institution members become aware of their resistance, bring their fears into the open and identify the anxieties thereby giving them relief and help them accept the change.17

In contrast, John B. Miner suggests that there be discussion before there is visible evidence of resistance to change. He suggests the following seven steps in implementing a change:

1) Make clear the needs for change, or provide a climate in which group members feel free to identify such needs.

2) Permit and encourage relevant group participation in clarifying the needed changes.

3) State the objectives to be achieved by the proposed changes.

4) Establish broad guidelines for achieving the objectives.

5) Leave the details for implementing the proposed changes to the groups or personnel who will be affected by the change.

6) Indicate the benefits or rewards to the individuals or groups expected to accrue from the change.

7) Materialize the benefits or rewards; that is keep the promises made to those who cooperate with the change.18


In examining the practice of human relations in the work environment, W. L. Laney states that the art of interpersonal relationship requires skills in dealing with people in a work situation. Laney observes that if the manager lacks skills, workers or participants may get sidetracked on personalities or personal differences. Therefore, any activity that involves the efforts of workers requires that its leaders understand such a process and are capable and willing to operate in a participatory manner.\textsuperscript{19}

The purpose of this review is to expand upon the context of the study and provide a framework for the analysis of the problem. The factors examined demonstrate how institutional problems can adversely affect an institution from carrying out its stated objectives.

The key concepts which have been examined are: institutional funding; organizational management; administrative procedures; and human relations problems. These key concepts represent the major variables; however, each key concept is meaningfully interrelated with other variables. Consideration of each variable is kept within the parameter of (1) funding as an ingredient for making policy decisions, and (2) management techniques and human relations.

IV. METHODOLOGY

The research utilized a social scientific method of analysis, and the study was conducted from a descriptive and causation relation perspective. A descriptive method allows the writer to use a monothetic trend of explanations which are aimed at a general understanding of variables which affect the program establishment, hence they could also affect the nursing program. In addition, this method permits the research to utilize the smallest number of relevant factors in examining a particular issue that is important to the study. In this regard the writer examined literature relating to management techniques and human relations. An examination of available department files was also done.

From a causation relation perspective, the researcher was able to observe and conceptualize the correlation between cause and effect of the relevant variables: that is - inadequate institutional funds; inflexible organizational policies; lack of support from key personnel and poor human relations, as independent variables on the one hand; and delay in program implementation as dependent variable on the other hand. The effect of intervening variables was also considered.
Data Sources.

Primary data were obtained through participatory observation and interviews. Only personnel from those institutions in Georgia that have established nursing programs or which are in the process of developing such a program, were interviewed. A combination of unstructured and open-ended questions were used and persons responded in their own words. The interviews were conducted to satisfy the researcher's curiosity and desire for a better understanding of the procedures in establishing a nursing program and of the problems generally encountered; therefore, the particular questions and methods of appraisal are not extensively documented.

Secondary data were obtained from books, brochures, journals and news items devoted either in whole or in part to the goals, objectives and development of the College. The data were examined for bias and contradiction and were validated in terms of content reliability, when necessary, by select jury.
V. ANALYSIS OF THE PROBLEM

Lack of Adequate Institutional Funds.

Unlike state run colleges and universities which receive annual appropriations from the legislature, Morris Brown College is largely dependent on the tuition paid by students, for its operational budget. Over the past three years decline in the student population has worsened. As a result, the revenue of the college has also declined. In interviews with administrative personnel from other private educational institutions in Georgia, that is, Albany Junior College, Emory University, Mercer University - the writer learned that those institutions, unlike Morris Brown College, have programs which may be regarded as "strengthening." Such programs are particularly in the area of the sciences and serve to attract quality students and provide the means for research contracts with private corporations.

In addition, the Development Officers from those institutions are actively engaged in fund raising. Those institutions are also significantly supported by alumni.  

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20 Interviews with Dr. Sue Braselton, Dean of Nursing, Mercer University; Ms. Helen O'Shea, Director School of Nursing, Emory University; Ms. E. Lewis, Albany Junior College School of Nursing, April 20, 1984.
The Vice President for Development Affairs at Morris Brown College declined an interview with the writer due to exiguity of time. However, during interviews with other administrative personnel, the writer learned that since the incumbent took office in the mid 1970's he has not obtained a single grant or funding of any type for the College. This observation was emphasized by the president of the Student Government Association at a meeting of the Interviewing Committee with the in-coming president of the College.\textsuperscript{21}

In a speech made to faculty and staff members, November 1983, Mr. Ed Walker, newly employed acting Vice President for Fiscal Affairs, stated that the College was operating on a deficit and has been for some time. Mr. Walker appealed to all faculty and staff members to cooperate in exercising good management skills in eliminating waste.\textsuperscript{22}

The College needed to allocate $83,635 or 34\% of the 1982-83 budget to meet renovation, upkeep, and other operating expenses.\textsuperscript{23} However, the College did not have the funds to underwrite those expenses. As a result, many activities necessary for implementation of the nursing program were

\textsuperscript{21}Statement made by Carl Walton at a meeting with the in-coming president of Morris Brown College in March 1984.

\textsuperscript{22}Edluie Walker budgetary speech made to faculty and staff at Morris Brown College, November 1983.

\textsuperscript{23}Morris Brown College, Nursing Education Budget 1982-83.
hampered. The following are examples of the adverse impact which lack of adequate institutional funds had on the program development:

(1) In October 1983, Nancy Dean, Director of the Nursing Program, submitted an order for a word processor and copier for use in the program; but despite the fact that grant funds were available, there was extensive delay in processing the order. Investigation into the matter revealed that the College was indebted to the supply firms and that the companies would not entertain an order from the College until the outstanding bills were cleared.

(2) Soon after the director was hired in January 1983, she submitted a request to secure the facilities assigned to the nursing program. However, over one year had elapsed and no action was taken to have the building renovated, because the College did not have the funds to offer bids.24

In order to achieve its ultimate goal of self-sufficiency in providing quality education for minority and other students, the College needs to take steps to build up an endowment and also to build up a network of financially supportive alumni. In his first report on historically Black colleges and universities, Secretary of Education Terrell Bell made the following statement: "There are examples where Black institutions have become

24Nancy Dean, notation on memorandum from Henrie M. Turner to President Threatt dated February 1984.
overly dependent on direct/indirect federal support with subsequent loss of autonomy." In explaining what he means by that statement the Secretary said:

We think that in the long haul it would be best if we could help institutions to build up an endowment, if we could encourage the corporate sector to make more contributions to these institutions. In academe, the rich and prestigious get richer and the others don't.

Organizational.

An examination of the structure of Morris Brown College reveals that the Development Office is in a staff position with all other offices and divisions. But, the Vice President for Developmental Affairs also has several other positions and responsibilities which limit the amount of time he has to spend on each. This limitation often impedes his ability to efficiently deal with matters concerning different programs.

For example, disbursement of the Title III grant fundings for the nursing programs is monitored through the Development Office and all expenditure must be approved by the Vice President for Developmental Affairs, prior to an expense being incurred. In addition to the Vice President's approval, requisitions must also be approved by the department head (Biology Department); by the President's

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26 Ibid., p. 53.
Office and by the Vice President for Fiscal Affairs. (See Appendix A for Organizational Chart.)

The College uses a centralized system of management for all accounting activities. This centralized system includes management of general operating funds as well as endowments and federal grants. The procedures used for the disbursement of Title III grant funds in implementing the nursing program are as follows: First the funds are allocated to the institution through the National Institute of Health on a quarterly basis. The funds are then posted on account by the Office of the Vice President for Fiscal Affairs. In order to meet expenses for nursing program activities, the program director prepares a requisition and submits it to the Chairman of the Biology Department who may sign and return it if she approves of the order. When the requisition is signed by both the director and the Chairman, it is then sent to the Office of the Vice President for Developmental Affairs, where the Administrative Assistant checks to see if the order is within the guidelines set by the Higher Education Act. Next the requisition is sent to the Office of the Vice President for Fiscal Affairs where another check is made to ensure that funds are available. If funds are available, the requisition is forwarded to the Purchasing Agent who fills the order.

An examination of Appendix B shows the channels through which a requisition must pass before it may be filled and before payment for a service may be made. If
the document is an invoice for service, it would bypass the Purchasing Agent and go directly from the Development Office to the Vice President for Fiscal Affairs who is responsible for authorizing payment. The foregoing roundabout procedures contribute to the delay experienced by the director of the nursing program in carrying out activities which are necessary for the timely implementation of the project. In a November 22, 1983 memorandum to the President, Nancy Dean, Director of Nursing Project complained that "inadequate institutional support/service" was hampering program development. Among the instances she outlined were several which support this belief that the current organizational structure/policy contribute to the delay in program implementation. They are as follows:

(1) That there were delays of 3-6 weeks in processing vital purchase orders and invoices. That the delays would have been longer, were it not for the fact that the director spent long hours guiding requests through the administrative maze. Also that several documents were lost in transit thus requiring the director to provide subsequent copies.

(2) That there were delays of several weeks in approving contracts for Secretary, part-time faculty and a consultant despite the availability of funds from Title III grant.

(3) That there were delays of 3-6 weeks in paying faculty consultants, and a local hospital which provided a reduced cost service.

(4) That the institution failed to provide a quality
typewriter from campus resources for temporary use by the nursing program despite repeated requests since August 1983.

(5) The Atlanta University Center library was unwilling to process requests for collection materials without evidence that the college would pay invoices within 5 business days of presentation.

Nancy Dean also noted that many of those delays had damaged program reputation in the community and with the nursing profession.  

Administrative.

Inefficient administrative procedure also contributes to the delay in implementing the nursing program. This factor is evidenced, primarily, in matters concerned with personnel services including record keeping and communication.

The hiring procedures employed by Morris Brown College in employing personnel for the nursing program, involve the Administrative Assistant in the President's Office whose responsibility it is to prepare employment contracts and obtain the signature of new employees. However, this support personnel is usually very tardy in doing her job and often several weeks elapse before a contract is available for a new employee to sign or for a current employee to renew.

Another problem frequently experienced by employees, including this researcher, is that copies of contracts

27 Nancy R. Dean, Memorandum to Robert Threatt, President of Morris Brown College, November 22, 1983.
were either never sent to the Business Office or were never retained by that office. The absence of a contract always results in persons not being paid by the Business Office on a regular schedule, and also in employees having to return to the office to sign subsequent copies of contract before they may be paid for work which they had performed. On other occasions, the Business Office staff fail to request new employees to complete W2 forms, causing further delay in processing those person's payment checks. These adverse experiences by nursing program employees and others, support Nancy Dean's claim that "inadequate institutional support/service hamper program development and delay implementation."

In addition to the frustration experienced by new employees and others with respect to contracts and payments, they are usually subjected to arrogant and hostile behavior from both the aforementioned office staff. Those persons seem always to display the "negative face of power" without regard for the image of the institution. The ultimate result of those experiences is that new employees begin their tenure with a bad impression of the College. Often this adversely affects the person's attitude toward his job and results in affective behavior such as tardiness, absenteeism, and early resignation. Abraham H. Maslow identified five human needs in a hierarchial order: physiological; safety; love and affection; esteem; and

\[Ibid.\]
self actualization. Maslow believes that individuals desire to have these needs met in turn and that since one third of a person's waking hours are spent on the job, these needs affect the way people perform and behave at work.²⁹

Lack of Support from Key Personnel.

In a memorandum dated December 1, 1983, the Chairman of the Biology Department charged that the nursing program staff were frustrated by inability to receive administrative action and follow-through commitments. She asked that the administration act to insure that the program succeeds, or alternatively, openly state lack of support.³⁰

Although key administrative personnel have verbally expressed approval of and support for the nursing program it is recognized that the success of the program requires that words be followed by positive actions. In addition to administrative support, program implementation necessitates the support of faculty and staff from all departments of the institution. However, key personnel have stated their disapproval of and lack of support for the nursing program.³¹ Others have shown their lack of support in many covert ways.

The writer observed that there are several reasons why many institutional personnel do not support the

³⁰Henrie Turner, Memorandum to Dr. W. Payne, Academic Dean dated December 1, 1983.
³¹Interview with personnel from Division of Social Sciences, February 12, 16, 17, 1984.
nursing program development; primary among them are:
(1) The belief that the institution should have concentrated on improving existing programs rather than adding a new one to the curriculum. (2) There appears to be lack of significant communication and coordination of organizational objectives in order to facilitate cooperative attainment of organizational goals. (3) Many persons object to the choice of director for the program, who is seen as an outsider and does not really serve as a role model for prospective black nurses.

Lack of Good Human Relations.

One of the distinguishing characteristics of a typical manager is how dependent he/she is on the activities of a variety of other people to perform his/her job effectively. In this regard, the nursing program director is dependent on her own skills, talents, and efforts, as well as, in various degrees on supervisors, subordinates, and peers in other departments of the institution. However, with regards to the nursing program the chain of dependency appears to have many broken links, and this has contributed to the delay in completing activities necessary in developing the nursing program.

For example, it was necessary to employ nursing faculty to help in developing program philosophy, conceptual plan, program objectives and curriculum plan for nursing courses. Course content and objectives needed to be completed and presented to the Georgia Board of
Nursing to allow for additional time before giving consideration to request for approval of the program.

Many of the factors surrounding the delay can be attributed to poor human relations between the director and her staff as well as other key personnel. It is significant to note that all three full-time personnel who were employed by the nursing program left within three months of being assigned to that program. From conservations with two of those persons, the writer learned that although both persons and other problems regarding their experience at the institution, their primary reason for quitting was due to inability to work with the director. The style of management that a supervisor practices influences the behavior and motivation of workers. However, it is much too simplistic to believe that management style alone is responsible for a person's behavior. Whereas a particular style of management may be acceptable to one group of workers, that same style may serve as a dissatisfier to another group. Heredity and environment are responsible for the norms of behavior sanctioned by individuals and it requires sound management skills and diplomacy in fostering good human relations in the work environment.

It is difficult to label Nancy Dean's style of leadership by one of the three popular names, that is - democratic, autocratic, and laissez-faire. The writer believes that it is not so much her style of management that people find offensive but her attitude and behavior.
as an individual. Nevertheless, perhaps the director's leadership style could be described as job-centered and autocratic. Fred. J. Carvel points out that a supervisor needs to develop the ability to assess in others the results of his own actions. This involves learning to know himself and developing sensitivity or empathy with others. Carvel also notes that it is important that a supervisor develops perception for the reaction of others and that he sees more clearly each situation for what it is rather than "for what he should do now."\textsuperscript{32}

VI. SUMMARY AND CONCLUSION

The program development activities identified by Morris Brown College, have to a large degree, been innovative, in terms of initiating a strengthening program. However, the writer feels that the nursing program could benefit from expressed as well as actual support from administrators and faculty. The President and other senior administrators have expressed support for the program; nevertheless, the apparent friction and hostility that surround the program will, undoubtedly, continue unless efforts are made to gain the support of senior faculty and staff who would be willing to be committed to the success of the program. In this regard, coordination, communication and cooperation are essential.

Most offices and departments at the institution suffer from lack of efficiency in managing their limited resources. There is an urgent need for efficient and frugal management strategy in all areas of the institution. If the College is to solve its overall financial problems which directly impact on implementation of the nursing program then the administrators must emulate corporate businesses in terms of economy.

The major findings of the study are:
(1) The College lacks adequate funds to meet its
operating cost. The Development Officer does not spend the necessary time on fund-raising activities as do officers in comparable positions at other institutions.

(2) The procedures practiced by the College in disbursing grant funds are too rigid and time consuming; it increases vulnerability of documents to get lost while enroute for processing.

(3) The nursing program enjoys the support of senior administrators; however it does not have the support of key faculty and staff members. The latter two groups object to the choice of a nursing program as addition to the curriculum. Some persons seem also to resent the choice of a caucasian who has no previous experience with a predominantly Black institution, as director of the program. Those who object to the choice of director, would have preferred someone who could more aptly serve as a role model to nursing students.

(4) There is a lack of good human relations with support personnel in the President's Office, the Business Office as well as with the nursing program director. The two former groups seem to be bent on exercising the "negative fact of power" without striving for efficiency in their jobs, and without regard for the image of the institution; while the writer perceives that cultural and experiential differences are responsible for the friction between the director and others.
Most of the problems experienced by the nursing program director in an effort to establish the program, are also experienced by other program supervisors. The major factors which are responsible for these problems are institutional rather than departmental. However, there are minor factors which are indigenous to the nursing program. Those problems occur as a result of resistance to the perceived attitude and job-centered, autocratic management style of the director. There is also resistance to the director as a Caucasian, and not representative of a role model to nursing students.
VII. RECOMMENDATIONS

The writer recommends the reorganization of the Development Office and the redesignation of the responsibilities of the head of that office, as primarily fund raising. Fund raising should include establishing a relationship with sympathetic corporations and foundations; coordinating the activities of the Office of Alumni Affairs and obtaining endowments. It is worth referring, here, to the following statement by Secretary of Education Terrell Bell in answer to a question asking him to identify what he saw as a key problem area in higher education in general, and specifically what advice he would give for Black students to overcome that problem area. The Secretary replied:

I think the key problem area in education is financial. I am worried; with all the pressures we have on the budget, on our student aid programs, I hope we can continue to maintain the kind of support we have. I hope the private sector will do more in establishing scholarships in that regard. I would say this is the biggest problem.  

The writer further recommends the establishment of a Personnel Department that would be responsible for recruiting and hiring and also to monitor the attrition

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rate of faculty and staff. This should involve conducting exit interviews to determine the reasons employees resign, and also assist the institution in addressing human relations problems.

Finally, the writer recommends that program evaluation and review techniques (PERT) be utilized to implement future development programs. Outlined below is a demonstration of how (PERT) could be successfully used to implement the nursing program and reduce the length of time it has taken to get started on nursing program classes.

Utilize Program Evaluation and Review Technique (PERT) to Implement the Nursing Program.

Program evaluation and review techniques (PERT) could be utilized to implement a developmental program such as the nursing program proposed by Morris Brown College. PERT is a device used to control the timely sequence of activities in an organization. Many of the problems experienced in starting the nursing program involve timing. In addition, the State Licensing Board of Georgia has a deadline for activities connected with the program to be completed before the Board will grant approval for the program. There is also a deadline set, during which time all other activities concerning the proposed baccalaureate nursing program must be completed for the program to be granted accreditation.

Program evaluation and review techniques reflect the necessity for synchronizing activities thus enabling the
organization to use its resources effectively and efficiently to attain its goals. Like other control systems, PERT begins with the determination of the goal to be achieved. The project should be defined in output-oriented terms, not only for its ultimate goal of assisting the College to increase enrollment and generate funds, but also for all intermediate goals such as gaining State Board of Nursing licensing approval and final accreditation. The following is an outline of procedures to be observed in utilizing PERT:

(1) Determination of the goal. Define the project in output-oriented terms for both ultimate and intermediate goals.

(2) Analysis of tasks. Identify the tasks required for accomplishing each of the intermediate goals and arrange them in the order in which they must be accomplished.

(3) Sequencing and timing. A realistic time estimate must be obtained for each task. In order to mitigate difficulties in determining exactly how long a particular activity will take, obtain the following time estimates from technicians who are most familiar with the tasks to be accomplished:

(A) a pessimistic estimate
(B) the most likely estimate
(C) an optimistic estimate. (With three estimates, the range of variability can be translated into statistical probabilities that will allow the director of the program to estimate more accurately the time needed for each task).

(4) Resource allocation. Provide space, personnel, and needed service/equipment necessary for effectively accomplishing each activity. Appendix C gives an illustration of the process of how PERT could be used in implementing the nursing program.
APPENDIX A

ORGANIZATIONAL CHART
APPENDIX B
REQUISITION FLOW CHART
PURCHASING FLOW CHART

(1) Purchase requisition completed by originator

(2) Approved by Department Head

(3) Development Office/Administrative Assistant
   Checks to ensure that requisition is within guidelines set by Higher Education Act.

(4) Budget Analyst/Internal Auditor
   Checks budget balance and enters on Budget Control log.

(5) Comptroller
   Enters account code, approves and forwards to Vice President for Fiscal Affairs.

(6) Vice President for Fiscal Affairs
   Approves purchase requisition and forwards to Purchasing Agent.

(7) Purchasing Agent
   Processes purchase order and makes distribution

Copy - Originator
Copy - Purchasing file
Copy - Receiving Department
Copy - Accounting Department
Original - Vendor
APPENDIX C

A SIMPLIFIED PERT CHART
A SIMPLIFIED PERT CHART

Key Events

A  Decision to Implement Program
B  Facilities Renovated
C  Recruiting & Hiring Director Completed
D  Consultant Hired
F  Course content materials developed and submitted to licensing authority
G  Equipment, library holdings, instructional materials secured
H  Faculty & staff hiring completed
I  Recruitment & selection of students

BIBLIOGRAPHY


