Experienced Nurse Faculty Leadership Academy: Cohort III Outcomes

MODERATOR:
CAROL L. HUSTON, DPA, FAAN
LEAD FACULTY
Experienced Nurse Faculty Leadership Academy: Cohort III
Experienced Nurse Faculty Leadership Academy (ENFLA)

• Mentored leadership development experience for aspiring leaders in nursing education who have 7 or more years of experience

• 12-month program

• Third cohort concludes in November 2019
  o 9 scholar and mentor pairs
  o 5 faculty members
Role of the ENFLA Triad

Scholar

Faculty Advisor

Leadership Mentor
ENFLA Purpose

• Further academic career development and success.
• Promote personal and professional leadership development.
• Develop and begin to implement a personal leadership progression plan.
• Expand the influence of the Leadership Scholar within his or her sponsoring academic institution, the community, and the profession in the context of teaching, scholarship, or service.
• Advance nursing education through leadership development projects implemented by Leadership Scholars during the program.
• Promote experienced nurse faculty retention in academe.
A Special Thank You to Our Faculty!

Dr. Karen Carlson
Dr. Karen Estridge
Dr. Carol Huston
Dr. Sandra Millon-Underwood
Dr. Theresa Valiga
A Special Thank You to Our Mentors!

- Dr. Cynthia Beckett
- Dr. Diane Billings
- Dr. Lisa Broussard
- Dr. Ellen Buckner
- Dr. Andrea Hollingsworth
- Dr. Elizabeth Taylor Jordan
- Dr. Karen Morin
- Dr. Brenda Carol Morris
- Dr. Kathleen M Williamson
Sigma Staff

Matthew S. Howard, DNP, RN, CEN, CPEN, CPN
Director of Scholarship

Danielle EK Perkins, PhD, RN
Manager, Center for Excellence in Nursing Education

Brandy Bolen, BA
Program Specialist, Center for Excellence in Nursing Education
LEARN MORE ABOUT SIGMA’S ACADEMIES

- Nurse Educator Development Academy
- New Academic Leadership Academy
- Experienced Academic Leadership Academy
- Nurse Leadership Academy for Practice

SigmaNursing.org/Academies
Clinician, Scholar, Leader

JULIE B. MEAUX PHD, RN, CNE, FNAP
THE UNIVERSITY OF CENTRAL ARKANSAS
LEADERSHIP JOURNEY

Let us never consider ourselves finished nurses.... we must be learning all of our lives.

– Florence Nightingale
Focus of Leadership Development

- Team building
- Project Management
- Mentoring others
- Expanding influence
Leadership

Motivation  Goals  Success  Contribution  Teamwork  Support
LEADERSHIP JOURNEY: EXPERIENCED FACULTY LEADERSHIP ACADEMY
Developing & Implementing Electronic Web-based Learning Resources

MICHAEL JOSEPH DIÑO, PhD, MAN, RN, LPT
[ENFLA Scholar]

KAREN MORIN, PhD, RN, ANEF, FAAN
[Leadership Mentor]

KAREN ESTRIDGE, DNP, RN
[Faculty Advisor]
“LEARNING JOURNEY”
SCHOLAR’S PROJECT RESULTS

PHYSICAL [INFRASTRUCTURE]
- Increased internet bandwidth
- Improve access to devices and technology

PEOPLE [HUMAN RESOURCE]
- Created the EdTech Group: ELITE
- Scholar served as a Member of the Advisory Board
- Board Conducted training/seminars

PROCESS [S.O.P. DEVELOPMENT]
- Developed policies
- Crafted the standard operating procedures: L.I.G.H.T. Manual

PRODUCT [ELECTRONIC RESOURCE]
- ‘Parent’ courses for the Learning Management System were created
- Studies were published/presented at the CanvasCon Australia
“LEADING JOURNEY: S.E.T.S.”
SCHOLAR’S LEADERSHIP EXPERIENCES

**SEARCHING**
- Self-discovery and diagnostic at ENFLA Sessions
- Developing a Leadership Plan, Target, Goals and Deliverables

**TRIALING**
- Pilot testing
  - Seminars and training
  - Testing different modes of interaction with support groups
  - Social networking site creation

**ENGAGING**
- Working with the university administrators, committee groups and external partners
- Improving communication channels
- Finalizing plan created with assistance from Key Players

**SHAPING**
- Balancing time and commitments
- Integrating humor
- Leading and monitoring groups
- Learning from experiences
### LEADERSHIP REFLECTIONS

**MYSELF**

There are **PRICE and PRIZE CONSEQUENCES** in Leadership.
There are things that you will give-up, but you will earn rewards. Choose your preference.

**Expect the unexpected.** Leaders should be ready to embrace CHANGE.
When you are given a simple task, you should be ready to face bigger challenges.

**Be the LEADER that you want your superiors to be.**
Think yourself as a subordinate. If you want to be under that kind of leadership..thats it!

**OTHERS**

Don’t expect that others will WORK the way you do.
Always put yourself in somebody’s shoes. Everybody has different priorities.

There is a **HIDDEN GEM somewhere. Explore that in others!**
Multiple intelligences. Each has their own unique strength, their “one best thing”

Whatever you do, there will be someone who will go the **OPPOSITE direction**
Kill them with kindness.

**TEAM**

**COMMUNICATE** often, BUT select what you will share to others and to whom
Communication leads to a well-informed team. Confidentiality. Exclusivity.

**HUMOR** makes situations lighter. Just enjoy the ride.
Negative things are best communicated through humor.

**Politics, POLITICS, Politics.**
There are differences between what is right and what is easy. Observe the environment.
Academic-Practice Collaboration: A Framework for Promoting Palliative and End-of-Life Care in Clinical and Academic Settings

LALY JOSEPH, DVM, DNP, CNE, RN, MSN, ARNP, ANP, ENFLA SCHOLAR
Leadership Goals

I accepted a new leadership role a few months into the academy, which can be a compliment and a burden, but can also be overwhelming with expectations coming from the top and bottom. Some of the goals I envisioned were the following:

- **Goal # 1: Assess the new organization**
  
  **Rationale:** New opportunities often require us to step in a new organizational culture. We anticipate that the new culture will be a good fit, but it is difficult to assess a culture until we are actually working within it.

- **Goal # 2: Adopt the behavior of a leader**
  
  **Rationale:** Leaders respect the past, are realistic about the present and are optimistic about the future. By leading, we can inspire a sense of trust and confidence and in the end encourage them to follow.

- **Goal # 3: You do not need vision on day one**
  
  **Rationale:** Despite the need to paint an optimistic future, you do not need to provide details right away.

- **Goal # 4: Self-Care**
  
  **Rationale:** Sufficient sleep, regular exercise, a healthy diet, and some form of mindfulness practice such as yoga are the essential building blocks of self-care. Self-care is not an indulgence; it is an investment in our own effectiveness.

- **Goal # 5: Continue professional development**
  
  **Rationale:** The only person responsible for my personal growth is me.
Leadership skills, Lessons Learned & Reflections

The three leadership skills I wished to develop and strengthen were:

1. Develop personal and professional skills to fulfill a formal leadership role in nursing education.

2. Promote collaboration, leadership, and growth among nursing faculty through mentorship thereby creating a culture of inclusivity and mutual respect.

3. Refine my organizational, communication, strategic planning, creativity, and visionary skills to work in a global capacity.

Lessons learned & Reflections:

• Always act with integrity, communicate openly, give praise when deserved, question the status quo-change when needed, understand before acting, work smarter-not harder, expect excellence, yield the need to control others, and zealously protect your time with family and friends.

• As I reflect back on my leadership journey this past year, I have learned that the journey to authentic leadership begins with understanding the story of my life and knowing my authentic self.

• I learned to practice my values and principles because you will not know what your true values are unless they are tested under pressure.

• By leading, we can inspire a sense of trust and confidence and in the end, encourage them to follow.

• Lastly, my interaction with my ENFLA mentors have sparked mutual learning and shared enjoyment throughout my leadership journey and I cannot thank them enough for their patience, support, and mentorship.
MY LEADERSHIP JOURNEY

ABIGAIL REA MSN, CNS, RN
ASSISTANT PROFESSOR AT MOUNT SAINT MARY’S UNIVERSITY
WHAT I LEARNED AS A PARTICIPANT IN THE EXPERIENCE NURSE FACULTY LEADERSHIP ACADEMY

- RENEWING
- SERVING AS A SYMBOL
- ENVISIONING GOALS
- REPRESENTING THE GROUP
- AFFIRMING VALUES
- MANAGING
- EXPLAINING
- ACHIEVING A WORKING UNITY
- MOTIVATING

Good leaders show you where to look, but not what to see

MICHELLE M. KELLY, PHD, CRNP, CNE, ENFLA SCHOLAR
ANDREA HOLLINGSWORTH, PHD, RN, ENFLA MENTOR
THERESA M. “TERRY” VALIGA, EDD, RN, CNE, ANEF, FAAN, ENFLA FACULTY
Academic Leadership and Professional Goals

- Increase Worldview / Vision
- Enhance Leadership Skills
- Preterm Birth recognized as long-term risk factor
- Increase Exposure to Nurse Leaders
- Develop a Voice as a Leader / Expert

Relationships with ENFLA mentors, faculty were invaluable

Increased role in University Committees, Advisory Boards, CCNE

Wrote Opinion pieces for Philadelphia Inquirer & TV Media Interviews

Engaged NAPNAP in web-based education module

Regional & national dissemination – presentation, publications
Leadership Lesson’s Learned

Vision
Communication
Listening is more than hearing
Informal Leaders are Influential Leaders

And so many more
My Leadership Journey

LISA S. LEWIS, EDD, MSN, RN, CNE
WITH THANKS TO BRENDA MORRIS, EDD RN CNE & SANDRA MILLON-UNDERWOOD RN PHD FAAN
## Leadership goals

1. Ability to lead a team at Duke University School of Nursing (DUSON) by facilitating a program to support success for pre-licensure nursing students from culturally and linguistically diverse (CALD) backgrounds.

2. Develop the confidence and ability to mentor others.

3. Develop the confidence to take risks and try new things professionally.

<table>
<thead>
<tr>
<th>Do needs assessment for program.</th>
<th>Mentor others in the context of the leadership development project</th>
<th>Create a new program.</th>
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<tbody>
<tr>
<td>Facilitate a work group to develop framework for program.</td>
<td>Mentor new faculty member who will be my teaching partner.</td>
<td>Take on leadership roles in my institution.</td>
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<tr>
<td>Implement program.</td>
<td>Mentor clinical nurse educator staff member(s).</td>
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Lessons learned

- Need to learn new skills to accomplish goals
- Need to create external accountability to accomplish goals
- Need to ask for help sometimes
- Passion for the project can keep you going when it is difficult
Transformation Experience

DEBRA M STARK, PHD, MSN, CNE
Journey

Goals

• Enhance Communication
• Facilitate Collaboration
• Increase Team-Building Skills

Activities to Accomplish Goals

• Workshops
• Networking
• Support
• Guidance
• Self-Reflection
Leadership Mentoring
A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.

Lao Tzu
ENFLA Leadership in Action

DR. GAYLE KIPNIS PHD, MSN, RNC-OB
Initial Assessment of my Leadership Characteristics*

1. Oral fluency
2. Independence
3. Personable
4. Adaptability
5. Creativity
6. Self-confidence
7. Risk-taking
8. Personal Integrity
9. Able to enlist cooperation
10. Intelligence

My ENFLA JOURNEY
Creating the International Nurse Remediation Program (INRP)

- Leadership Challenges
  - Creation of the Team
  - Interdisciplinary Collaboration
  - Envisioning Goals/Affirming Values
  - University Course Approval
  - The Camp Fire
  - Motivating & Managing
  - Time Management
  - Collaboration with multiple campus & community partners
ENFLA LEADERSHIP GOALS MET

- Demonstrated Leadership by Planning and Implementing a Leadership Project that advances Nursing Education
- Expanded influence within my Community, CSU Chico, and the Nursing profession by combining Teaching & Scholarship
- Personal and Professional Leadership Development
Facilitating the Success of Nursing Faculty via the Onboarding Process

CATHERINE WILSON COX, PHD, RN, CEN, CNE, ALUMNUS CCRN
ASSOCIATE PROFESSOR
SCHOOL OF NURSING
GEORGE WASHINGTON UNIVERSITY
ASHBURN, VA
My ENFLA Individual Leadership Development Plan: Goals

1. **LTG**: Become a focused scholar to meet career goals and make tenure
   - **STG**: Divest responsibilities that do not contribute to this long-term goal
   - **STG**: Focus on one/main area of expertise

2. **LTG**: Contribute to the body of knowledge in nursing education related to faculty onboarding, producing a deliverable product that demonstrates my scholarship
   - **STG**: Develop my leadership skills to produce a deliverable product
   - **STG**: Deliver a quality product that is sustainable

*Long Term Goal (LTG) – defined as a goal to be recognized but not fully realized within the Academy’s timeframe*

*Short Term Goal (STG) – defined as a goal to be realized within the Academy’s timeframe*
Onboarding Process: Dashboard

How Did This Help Me Grow as a Leader?

- Needed to secure the support of my dean and our executive leadership council to lead a strategic plan initiative that had lost traction
  - No pushback

- Needed to get the momentum going with the initial stakeholders
  - Combined forces with a well-respected senior staff member to co-lead the onboarding initiative for both faculty and staff
  - No pushback

- Carving out time to routinely meet was a challenge, as was geographical distance
  - Ascertained best day/time of the week for most
  - Met twice a month (December 2018-July 2019) via video conferencing and face-to-face

- Practiced active listening to move the project forward
  - Some pushback: One staff member wanted to focus on process only; however, became convinced that we did need a platform to “host” the onboarding process
  - Initially I thought the faculty team members would only work on faculty needs and visa versa; however, the team decided to split into workgroups that were combined. This made the final product better.

- Change takes time
  - We started just before the winter holidays, so lost a month in producing a deliverable
  - Recovered after the holidays; workgroups were held accountable to report deliverables
  - The online dashboard required multiple collaborations and went through numerous iterations until we came up with a sustainable platform
  - Platform was ready by summer, but unable to rollout until the new academic year.
  - Also needed to ascertain the University’s new onboarding focus to make sure ours complemented it

- Rollout required multiple collegial interactions to get all onboard with the new process
  - Dean -> executive leadership council -> faculty
  - No pushback, just suggestions to add additional materials. VERY well-received.
  - Still more work to be done (e.g., delegate a point person to maintain the dashboard; trust staff co-lead to carry through the rollout on the staff side via the staff council; and coordinate faculty mentors, including providing professional development resources)
Onboarding Process: Survey and Project Outcomes

How Did This Help Me Grow as a Leader?

- **Survey**: Realized the importance of knowing what’s already been done so it can be built upon
  - Coordinated with Dr. Karen Morin to pilot her original survey with two nursing programs regarding faculty orientation/onboarding
  - Transformed the original survey from a paper version to an online survey platform
  - Collaborated with my faculty mentor to get the project through two different IRBs
  - Initial results provided context during the rollout of the new onboarding dashboard

- **ENFLA Scholar Outcomes**
  - My institution now has a more formalized onboarding process
  - I leveraged technology (e.g., a dashboard) to support/enhance the onboarding process
  - I collaborated a research effort across different types of schools about their effectiveness of such onboarding processes
  - All of these achievements will be shared via publications and presentations as well as expanded at a national level, thus contributing to the body of knowledge in nursing education related to faculty onboarding, producing a deliverable product that demonstrates my scholarship
  - I am now a more focused scholar in order to meet my career goals and make tenure
The “Triad”
Terry Valiga (L), Catherine Cox (C), and Betty Jordan (R)
catherinewcox@gwu.edu