NURSE FACULTY LEADERSHIP ACADEMY:
Mentored Leadership Development in Three Domains
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1. Describe the Scholar, Leadership Mentor, and Faculty Advisor roles within the academy and the influence each has on the leadership development experience.

2. Identify outcomes within the three leadership development domains of the academy.
To develop the leadership knowledge and skills of nurse educators early in their faculty careers to:

• Facilitate personal leadership development

• Foster academic career success

• Promote nurse faculty retention and satisfaction

• Cultivate high performing, supportive work environments in academe
NFLA Teaching-Learning Model

- Leadership development
- Intentional behavioral change
- Relationship of three
- Active learning in context
- Reflective journey
Three Learning Domains

• Individual leadership development

• Advancing nursing education through leadership of a team project

• Expanding scope of influence:
  – Organization
  – Community
  – Profession
NFLA Curriculum Structure

- 20 month guided leadership journey
- Two intensive leadership workshops
- “Relationship of three”
- Individual leadership development plan
- Design & lead a team project
NFLA Curriculum Structure

• Site Visits I & II

• Monthly learning activities, conference calls, small group work, and/or discussion groups

• Journaling

• Evaluation of project & dissemination of results

• Professional presentations of project outcomes and experience
Kouzes-Posner Leadership Challenge

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart
TRIAD ROLES & RELATIONSHIPS
Role of the Triad

Foundation for leadership development

Scholar

Faculty Advisor: from NFLA core faculty

Leadership Mentor: from another setting
Expanding Scope of Learning

Reflection and immediate feedback

Leadership Observer: a leader from the Scholar’s home school

- Reflection: key part of change

Personal contact to foster Scholar development

- Feedback in the local context
Reflection as a Leadership Practice

Because the goal is leadership development

Helps examine where you have been and where you want to go.

Develops knowledge and self awareness

Moving to professional maturity
Relationships in the Triad

Evolve over time

Reflect

Develop

Transform
INDIVIDUAL LEADERSHIP DEVELOPMENT

Jodie Gary, PhD, RN
My Leadership Journey

“The only way that people can learn is by doing things they’ve never done before”

(Kouzes & Posner, 2007, p. 205)
Tools/Sources:
- Faculty evaluations
- Peer Evaluations
- Student Evaluations
- Self-Reflection through journaling
- Strength Finders
- K-P

Personal Goals:
- Journal the process
- Recognize development
- Embrace opportunity

My Strengths:
- INPUT
- DEVELOPER
- POSITIVITY
- ARRANGER
- HARMONY
Individual Leadership Development Plan

• Building my ILDP
• My quixotic vision
• Journaling
• Triad discussions
• Transformation to scholar

“I know who I am and who I may be if I choose” – Don Quixote
Leadership Development is not Linear

Leadership Development is not Linear

5 Practices of Leadership:
1. Model the way
2. Inspire a shared vision
3. Challenge the process
4. Enable others to act
5. Encourage the heart

Personal Goals:
- Journal re: Leadership Journey
- Recognize leadership development
- Take advantage of opportunities of leadership

Note: The image contains a flowchart and detailed text related to an academic or professional development plan. The flowchart outlines various stages and initiatives, including strategic planning, leadership skill development, nursing education advancement, and scope expansion, with timelines and goals indicated. It also references specific individuals and projects, such as TeamSTEPPS presentations and a grant submission.
Outcomes

- Leadership development
- Advancement opportunities
- Expanded scope of influence
- Immediate impact
- Life long results

“Too much sanity may be madness. And madness of all, to see life as it is and not as it should be”. – Miguel de Cervantes Saavedra
Steven J. Palazzo, PhD, MN, RN, CNE

ADVANCING NURSING EDUCATION THROUGH LEADERSHIP OF A TEAM PROJECT
Project Strategic Plan

Needs Assessment

Stakeholder Analysis

Team Project Goals

Key Stakeholders
- College of Nursing
- College of Education
- IRB
- Mentors
- Students
- Teachers
- Consultants
- The Hope Heart Institute

Team Membership
Team Project Goals

Behavioral Change

- CV Education
- Community Engagement
- Endorsed Curriculum
Teen Take Heart

www.teentakeheart.org

Lesson 1: The Heart
Lesson 2: CVD
Lesson 3: Nutrition & Activity
Lesson 4: Research
Teacher Workshop
Health Heart Ambassador Program

Teen Take Heart™

Website

Image of people working together.
Timeline

GANTT Chart

Implementation

Research Team

Community & Consultant Team

Dissemination
Future Directions & Sustainability

- Hope Heart Donors
- Research & Foundational Grants
- Community
- TTH Regional Expansion
EXPANDING SCOPE OF INFLUENCE: ORGANIZATION, COMMUNITY, PROFESSION
Scope of Influence

Institution

Community

Profession
Gap Analysis

NFLA Process

Goals

Advisor

Mentor
How Can I serve the World Around Me?
INTENTIONAL REFLECTION

Institution  Community  Profession
NFLA IMPACT ON THE FUTURE OF LEADERSHIP IN NURSING EDUCATION

Laura Dzurec, PhD, RN, PMHCNS-BC, ANEF
At Issue

- Compensation (http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-faculty-shortage)
- Work complexity and stress (Clark & Springer, 2010)
- Curricular complexity (Keating, 2015)
- Performance expectations (http:nursesource.org/nurse_educator.html)
- Graduate curricular content
Attracting Faculty

- Packaging offers for excitement
- Targeting incoming undergraduate students to teach
  --(Ingeno, 2013)
Offers leadership development opportunities that:

• Facilitate personal leadership development

• Foster academic career success

• Promote nurse faculty retention and satisfaction

• Cultivate high performing, supportive work environments in academe
NFLA Outcomes

• Increased personal awareness of leadership development progress through relevant assessments

• Leadership development facilitated through mentoring

• Development of complex faculty skill sets through a guided project
Scholars are Prepared

- Influence nursing’s scholarly development
- Take active leadership in the change characterizing nursing education
- Innovate from an informed perspective as a nursing education leader
Q & A