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Dr. Cleeter is an international leadership consultant and provides guidance in all aspects of the NFLA. With over forty years' experience in healthcare, academe, business, and consultation she brings essential expertise to the academy.

**Title:**  
SPECIAL SESSION: Nurse Faculty Leadership Academy Sustainable Advancements in Nursing Education

**Type:**  
Oral

**Keywords:**  
Leadership, Leadership Development and Nursing Education

**Description/Overview:**  
Developing effective and successful leaders in nursing education requires intentionally guided self-awareness and behavioral change. The Nurse Faculty Leadership Academy provides an intense personal and professional development experience designed to foster career success, promote nurse faculty retention, and cultivate high-performing supportive work environments in academe.

**Final Number:**  
H 17  
**Slot:**  
H 17: Saturday, 29 July 2017: 8:30 AM-9:15 AM

**References:**  
Bean, N. M., Lucas, L., & Hyers, L. L. (2014). Mentoring in higher education should be the norm to assure success: Lessons learned from the faculty mentoring program, West Chester University, 2008–2011.

Cleeter, D. (2011). Guest editorial. Faculty leadership development: Concept or reality? *Nursing Outlook*, 59, 109-110.

Delgado, C., & Mitchell, M.M. (2016). A survey of current valued academic leadership qualities in nursing. *Nursing Education Perspectives*, 37, 10-15. doi:10.5480/14-1496

Fox, L. (2012). A personalized faculty peer support program: Less can be more. *Journal of Faculty Development*, 26(2), 55–61.

Kouzes, J., & Posner, B. (2012). *The leadership challenge: How to make extraordinary things happen in organizations* (5<sup>th</sup>ed.). San Francisco, CA: Jossey-Bass.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Describe the three learning domains upon which the NFLA curriculum is founded.	I. Individual Leadership Development II. Advancing Nursing Education through Leadership of a Team Project III. Expanded Scope of Influence: Organization, Community, Profession
Identify specific outcomes resulting from the NFLA triad intentional relationships: Scholar, Leadership Mentor, and Faculty Advisor	I. Mentoring for Leadership Development II. Triad Roles and Influence III. Intentional Relationship Building

**Abstract:**

The Nurse Faculty Leadership Academy (NFLA) is an international leadership development experience designed for doctorally prepared nurse educators with under seven years of full-time teaching experience. Administered by Sigma Theta Tau International and funded by the Elsevier Foundation, the NFLA is currently conducting its third cohort. The purpose of the NFLA is to: facilitate personal leadership development; foster academic career success; promote nurse faculty retention and satisfaction; and cultivate high performing supportive work environments in academe.

The NFLA curriculum is constructed upon three learning domains: individual leadership development, advancing nursing education through leadership of a team project, and the Scholar’s expanded scope of influence. A mentoring triad serves as the Academy relationship foundation as each Scholar and Leadership Mentor dyad is connected with a Faculty Advisor for the entire NFLA experience to accomplish the Academy goals. Kouzes and Posner’s “Leadership Challenge” model of five exemplary leadership practices provides the theoretical foundation of the curriculum. The leadership practices include: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

Successful individual leadership development in the Nurse Faculty Leadership Academy (NFLA) is initiated through in-depth targeted assessments and ongoing re-assessments of leadership behaviors. Scholars design an individualized leadership development plan that seeds the development of strategic leadership behaviors with life-long results.

Leadership development in the NFLA is actively realized through a team project that advances nursing education. Scholars learn to identify and engage stakeholders, build a collaborative team, and gather institutional and evidence-based data, all of which are essential for project planning, development, implementation, and sustainability. Completion of the project not only assists the Scholar in achieving personal leadership and career development goals set during the Academy, but also provides measurable benefit to the Scholar's organization in terms of educational programming and evaluation.

Through the triad relationships and dynamic mentorship, Scholars are guided to cultivate high performing, supportive work environments in academe. Leadership Mentors are essential to the success of the Academy. Their role of behaviorally oriented mentorship is distinctly different from traditional content expertise mentoring.

Through guided leadership development, nurse faculty Scholars expand their scope of influence within institutions, communities, and on a national or international level as part of the nursing profession. The NFLA process offers opportunity to intentionally impact broader networks and lead significant change through expanded influence.

The future of nursing education exists outside the silos of schools of nursing; thus, it is crucial for developing academic nurse leaders to be cognizant of what is happening in higher education broadly examining the educational landscape as a whole, not just through a local scope of influence within the nursing community. Leaders need to be knowledgeable and have the evidence readily available or know how to retrieve it. External drivers impacting nursing education include funding and regulatory issues, resource allocations, and shifts in healthcare delivery such as the increase push for primary care at the BSN level. While overlapping, drivers within the profession focus on nursing roles and role preparation, maintaining a nursing identity in a time of transdisciplinary education and care, as well as being prepared to take risks for faculty, students, and ultimately the society we serve.