

**NURSE FACULTY LEADERSHIP ACADEMY**  
**SUSTAINABLE ADVANCEMENTS IN**  
**NURSING EDUCATION**  
**PART I: CURRICULUM &**  
**SCHOLAR EXPERIENCES**



Sigma Theta Tau International  
Honor Society of Nursing®

THE ELSEVIER FOUNDATION

**Deborah Cleeter, MSN, EdD, RN**

**Jodie Gary, PhD, RN**

**Larry Slater, PhD, RN-BC, CNE**

**Carolyn Hart, PhD, RN, CNE**

**Jackie L. Michael PhD, RN, APRN, WHNP-BC**

**Barbara Patterson, PhD, RN, ANEF**

# Objectives

- ① Describe the three domains upon which the NFLA curriculum is founded
- ① Identify specific outcomes resulting from the NFLA intentional relationships: Scholar, Leadership Mentor, and Faculty Advisor

# NFLA History

## Key Drivers:

- **Attrition rates of newer nursing faculty members**
- **Increasing number of retiring faculty members**
- **Need to improve work satisfaction of nurse faculty**
- **Dearth of highly prepared leaders in nursing education to be ready for future gaps**
- **Concern regarding a future of high performing, supportive work environments in academe**

# NFLA Purpose

**To develop the leadership knowledge and skills of nurses 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**



# Leadership Development Philosophy

- ① Individual
- ① Behavioral
- ① Developmental
- ① Experiential



# Three Academy Domains

- ⦿ **Individual Leadership Development**
- ⦿ **Leading a Team Project to Advance Nursing Education**
- ⦿ **Expanding Scope of Influence:**
  - **Organization**
  - **Community**
  - **Profession**

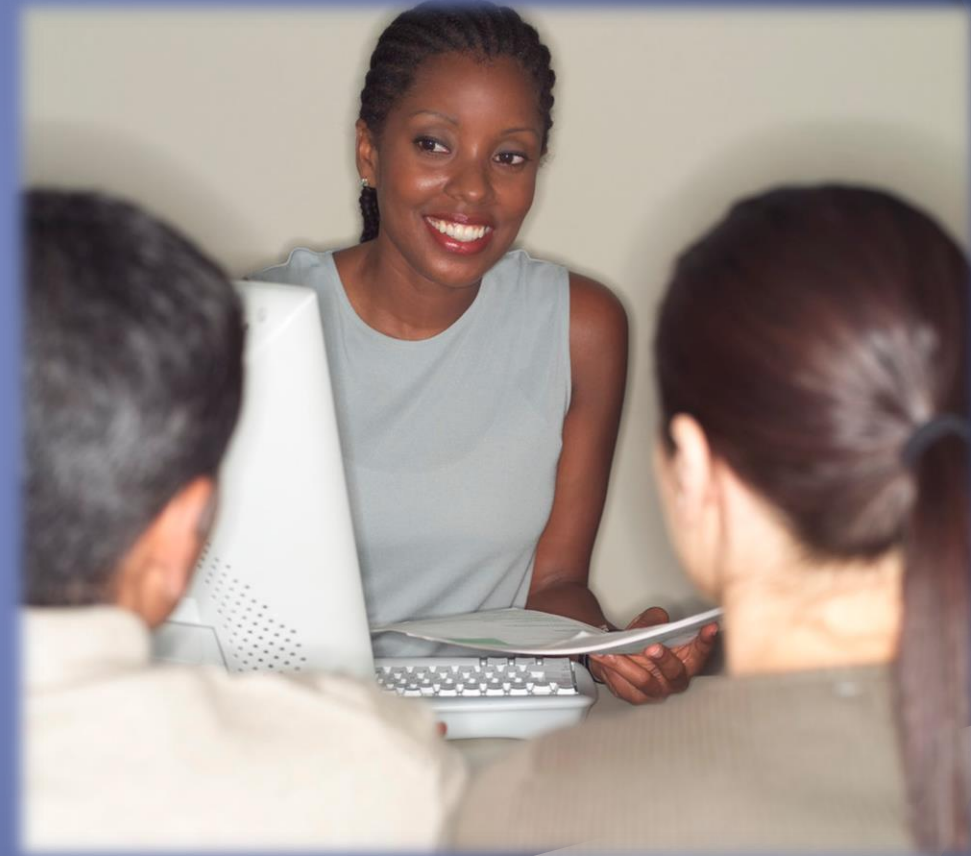
# Three Academy Domain Tools

- ① **Individual Leadership Development Plan**
- ① **Strategic Plan Process for Team Project**
- ① **Scope of Influence Portfolio**
  - **Organization**
  - **Community**
  - **Profession**



# Triad as Foundation for Leadership Development

- **Scholar**
- **Leadership Mentor**
- **Faculty Advisor**



# Curriculum and Leadership Development Model

# NFLA Teaching-Learning Model

- ✓ Learning in Context
- ✓ Active Experience
- ✓ Triad Relationship & Modeling
- ✓ Reflective Opportunities
- ✓ Kouzes-Posner “Leadership Challenge”

# Five Practices of Exemplary Leadership

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart



Kouzes & Posner (2012)

# NFLA Structure & Curriculum

- 20 month guided leadership journey
- Two leadership development workshops
- Triad Relationship
- Individual leadership development plan
- Design & lead a team project



# NFLA Structure & Curriculum

- Monthly learning activities, conference calls, small group work, and/or discussion groups
- Site Visits I & II
- Journaling
- Evaluation of project & dissemination of results
- Professional presentations of project outcomes and experience



# 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”*

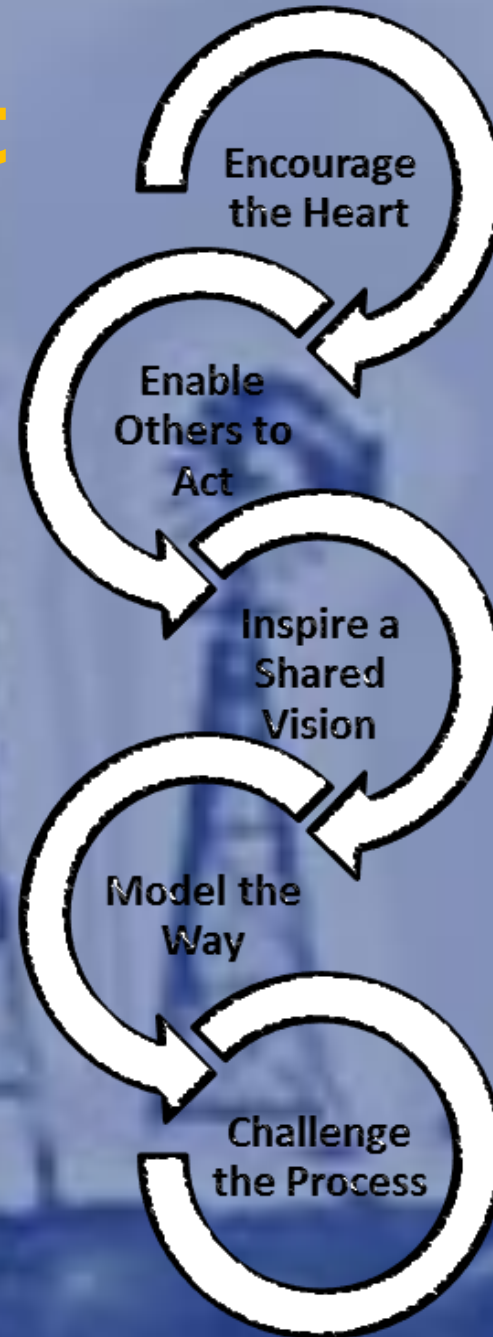
(Kouzes & Posner, 2007, p. 205)



# Self-Assessment

- **Tools/Sources**

- Faculty evaluations
- Peer Evaluations
- Student Evaluations
- Self-Reflection through journaling
- Strength Finders
- K-P
- Mentors

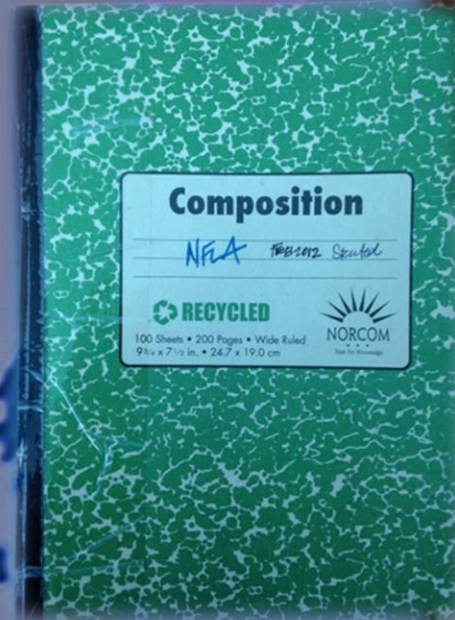


- **Personal Goals**

- Journal the process
- Recognize development
- Embrace opportunity
  
- My Strengths
  - INPUT
  - DEVELOPER
  - POSITIVITY
  - ARRANGER
  - HARMONY

# ILDP – 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



Strategic Plan for 3 Leadership Domains

2012-2014 Nurse Faculty Leadership Academy

Scholar: Jodie Gary

Support from Cynthia O'Neal and Elizabeth Peter

- 5 Practices of Leadership:
1. Model the way
  2. Inspire others to act
  3. Enable others to act
  4. Encourage the heart
  5. Encourage the heart

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

**LEADERSHIP DEVELOPMENT IS NOT LINEAR**

Develop Leadership skills

Advance Nursing Education

ILDP Assessment

- Faculty Evaluations
- Peer Evaluations
- Student Evaluations
- Self evaluation

- Mentor feedback
- strength finders
- K-P leadership

Project Management

1. Form process group
2. Needs assessment
3. Concept design
4. Stakeholder analysis
5. Resource analysis
6. Scope of work

Project Leadership Initiation

Increase interprofessional communication skills  
Transition senior level BSN students to professional

Bring TeamSTEPS to CON, then the

Grant declined- moving forward with plan to teach interdisciplinary communication through TeamSTEPS to BSN students

Detailed work plan for grant

72 students enrolled in spring 2013

Course to continue Spring 2014 with 90 students

Syllabus completed

Course successfully approved by curriculum

NURS 430 Course Coordinator  
Curriculum Committee  
Students

Course development with taskforce

Execute Monitor and Control  
Plan and design

Continue loop to improve course

Master trained in TeamSTEPS- NOV. 2012

TeamSTEPS presentation to TAMHSC CON faculty January 2013

HSC components-CON, COP, Dentistry, SRPH  
Merging with Texas A&M University

new opportunities

Continue HSC grant plan to follow through with or without grant funding

Develop HSC and Community partnerships

TeamSTEPS presentations to community healthcare facilities hosted by the HSC

IPE Escape Fire event

Developed 1 hour Teamwork and Communication Elective

Community

Disseminate results of NFLA

Poster presentation STTI  
Article submission  
1. NFLA project  
2. NURS 430

NFLA Final Report

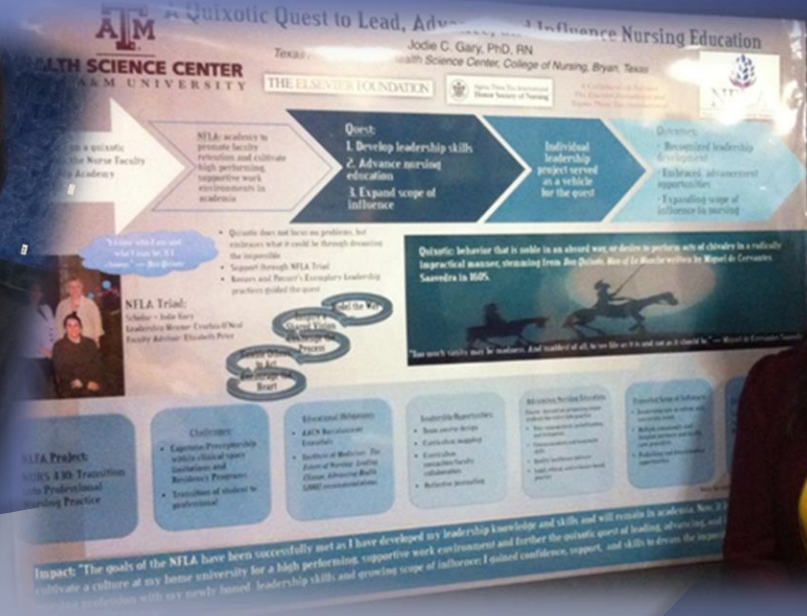
Invited to present to community hospitals





# Outcomes

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





# Advancing Nursing Education through Leadership of a Team Project

Larry Slater, PhD, RN-BC, CNE

# Advancing Nursing Education through Leadership of a Team Project



Leading ★  
Engaging ★  
Advancing ★  
Developing ★  
**HONORS PROGRAM**

NYU | RORY MEYERS COLLEGE OF NURSING

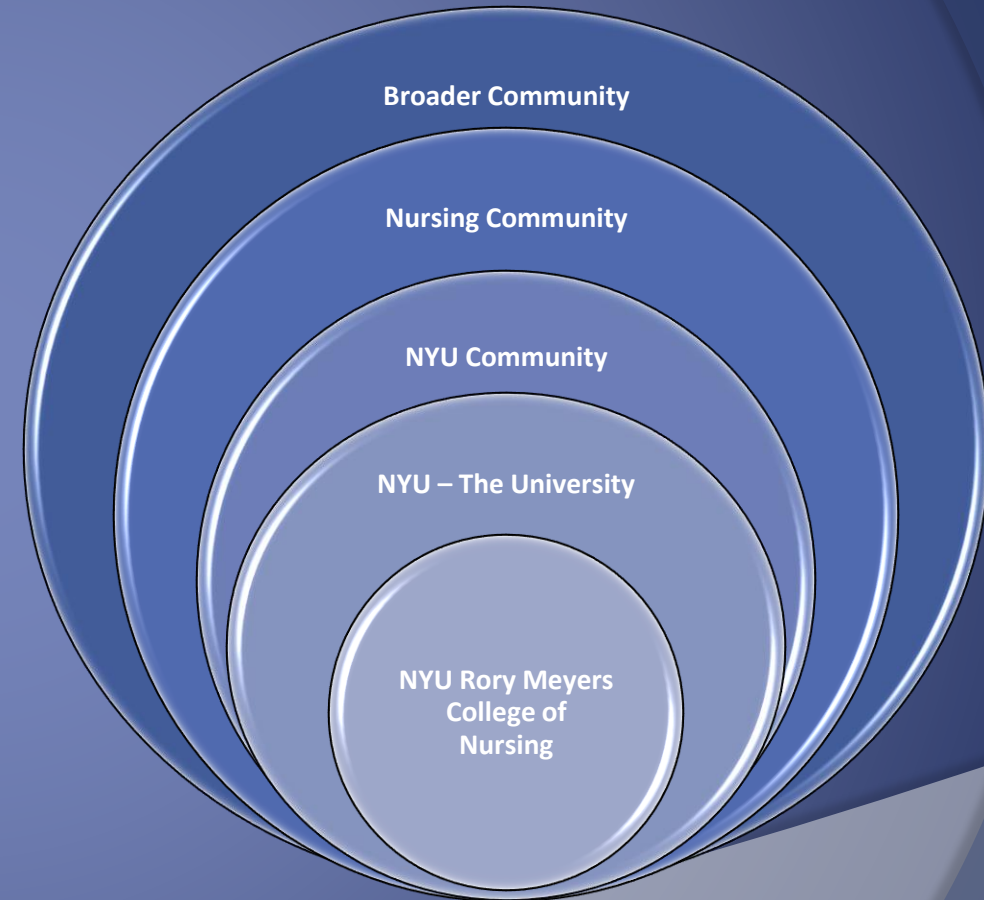


Individual Leadership Development

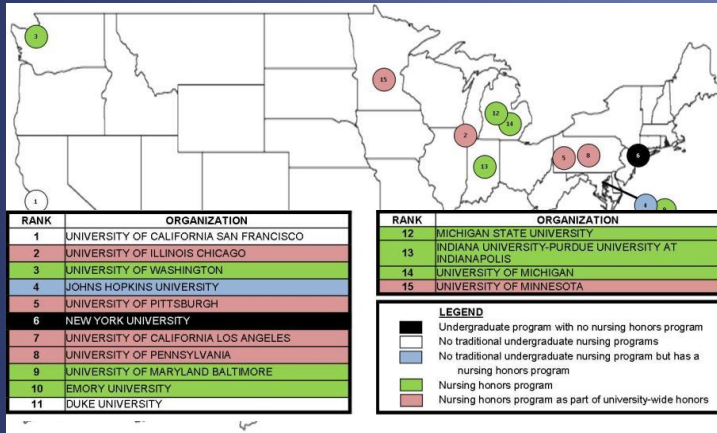
Expanding Scope of Influence

# The First Steps

- Team Assembly
- Definition of Honors Education in Nursing
- Overview of Nursing Honors in the U.S. and at NYU
- Synthesis of the Literature on Nursing Honors
- Comprehensive Stakeholder Analysis



# The First Steps





# The First Steps

## ◎ Literature Review

### • Publications

- Lim, F., Nelson, N., Witkoski Stimpfel, A., Navarra, A., & Slater, L. Z. (2016). Nursing honors programs: Perspectives for current implementation. *Nurse Educator*, 41(2), 98-102. doi:10.1097/NNE.0000000000000211
- Lim, F., Slater, L. Z., & Buckner, E. B. (2015). Honors programs. In M. J. Smith, R. D. Carpenter, & J. J. Fitzpatrick (Eds.), *Encyclopedia of Nursing Education* (pp. 182-185). New York, NY: Springer Publishing.

### • Presentations

- Buckner, E., Slater, L., & Wilson, J. (November, 2015). A spoonful of sugar: Strategies for blending nursing and honors. Roundtable presented at the 2015 National Collegiate Honors Council Annual Conference, Chicago, IL.
- Lewis, C. L., Feely, C.A., Slater, L., & Riley, B. H. (November, 2013). Honors BSN students to nursing scholars: A fast track approach to the nurse faculty shortage. Symposium presented at the 42<sup>nd</sup> Biennial Convention of the Honor Society of Nursing, Sigma Theta Tau International, Indianapolis, IN.

# The First Steps

## ◎ Survey of Faculty and Students

### • Publications

- Nelson, N., Lim, F., Navarra, A., Rodriguez, K., Witkoski Stimpfel, A., & Slater, L. Z. (in press). Faculty and student perspectives on mentorship in a nursing honors program. *Nursing Education Perspectives*.
- Navarra, A., Witkosi Stimpfel, A., Rodriguez, K. Lim, F., Nelson, N., & Slater, L. Z. (in revision). Beliefs and perceptions of mentorship among nursing faculty and traditional and accelerated undergraduate nursing students. *Nurse Education Today*.

### • Presentations

- Slater, L. Z., Nelson, N., Navarra, A., Witkoski Stimpfel, A., Lim, F., & Rodriguez, K. (April, 2016). Development of an interprofessional honors program: Results of a needs assessment. Poster submitted to the 2016 Nursing Education Research Conference, Sigma Theta Tau International, The Honors Society of Nursing, Washington, DC.
- Nelson, N., Navarra, A., Lim, F., Witkoski Stimpfel, A., & Slater, L. (November, 2015). Development of an interprofessional honors program: Results of a needs assessment. Paper presented at the 2015 Baccalaureate Education Conference, American Association of Colleges of Nursing, Orlando, FL.



# Program Development

## ● Name, mission, vision, model

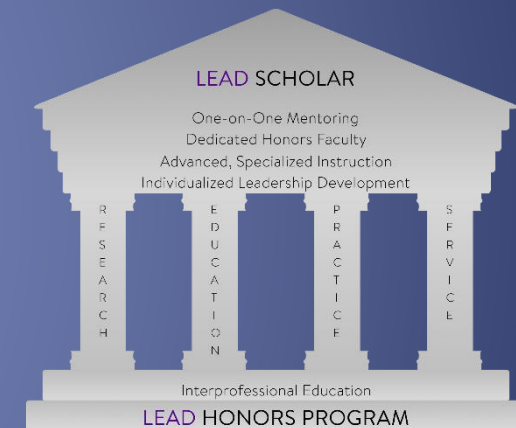


### Mission:

*To nurture intellectual curiosity and inspire life-long learning through interdisciplinary curricular and co-curricular experiences for high-achieving undergraduate nursing students.*

### Vision:

*We aim to cultivate the high-achieving nursing student's quest for scholarship in practice, research, and teaching, preparing future nurses to serve populations locally and globally.*



# Program Development

- Program outcomes
- Curriculum development
- Program requirements

	Upon successful completion of the program, students will have achieved the following outcomes.
<b>Leading</b>	<ul style="list-style-type: none"> <li>Demonstrate advanced leadership skills for working in intraprofessional and interprofessional teams.</li> <li>Create a dynamic personal leadership development plan.</li> <li>Cultivate skills in mentorship.</li> </ul>
<b>Engaging</b>	<ul style="list-style-type: none"> <li>Collaborate effectively across professions to positively impact patient care.</li> <li>Aspire to a life of continued learning.</li> <li>Engage in professional, governmental, or community organizations that promote the nursing profession and advocate health for all.</li> </ul>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Develop a solid foundation for scholarly achievement in research, clinical practice, education, and/or service.</li> <li>Demonstrate advanced oral and written communication skills.</li> <li>Disseminate, translate, and implement scholarship to advance nursing science.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Cultivate a strong sense of value for and commitment to the nursing profession.</li> <li>Demonstrate professional autonomy and self-direction.</li> <li>Develop strengthened personal character and ethical comportment.</li> </ul>

The LEAD Honors Program  
Handbook for Students and Faculty

NYU Rory Meyers College of Nursing BS in Nursing Progression  
LEAD Honors Program Scholars

Appendix A

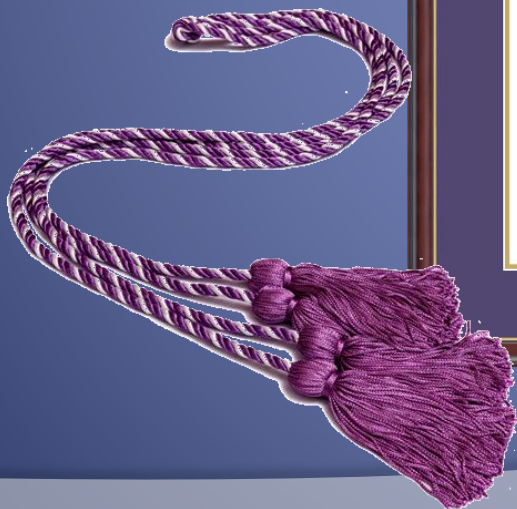
FIRST YEAR FALL						
Type	Course #	Course Name	Cr	Prerequisites	Pre/Co-Req	(Notes)
Lib Arts- Pass=D	EXPOS-UA 1	Writing the Essay	4			(CAS: Expository Writing Dept)
Lib Arts- Ret Pass=D	SOC-UA 1	Intro to Sociology	4			(CAS: Sociology Dept)
Lib Arts- Pass=D	CAS-Search by Subject	*Social Science Elective	4			(CAS: Sociology Dept)
Pre Req: Lab Pass=C	CHEM-UA 120	Introduction to Modern Chemistry & Laboratory (Chem)	4			(CAS: Chemistry Dept)
Honors: PF	NURSE-UN xx	Honors Seminar: Nursing Colloq Seminar	3			(NYU Meyers: LEAD)
			0			(For incoming first-year students only)
			Total	17		
FIRST YEAR SPRING						
Type	Course #	Course Name	Cr	Prerequisites	Pre/Co-Req	(Notes)
Lib Arts- Pass=D	ACE-UE 110	Advanced College Essay: Educ & The Prof	4			(CAS: CORE)
Lib Arts- Ret Pass=D	CORE-UA 46x	Texts & Ideas: Types	4			(CAS: CORE)
Lib Arts- Ret Pass=D	PSYCH-UA 1	Intro to Psychology	4			(CAS: CORE)
Pre Req: Lab Pass=C	NURSE-UN 70	Anatomy & Physiology (AAP)	4			(CAS: CORE)
Honors: PF	NURSE-UN xx	Honors Seminar: Nursing and the Health Professions	3			(CAS: CORE)
			2			(CAS: Psychology Dept)
			Total	17		(NYU Meyers: LEAD)
SOPHOMORE YEAR FALL						
Type	Course #	Course Name	Cr	Prerequisites	Pre/Co-Req	(Notes)
Lib Arts- Ret Pass=D	CORE-UA 50x	Cultures & Context: Types	4			(CAS: CORE)
Pre Req: Pass=C	NUR-UE 119	Nutrition & Health (Nutr)	4			(CAS: CORE)
Pre Req: Pass=C	APSY-UE 1271	Developmental Psychology (DevPsy)	3			(CAS: CORE)
Pre Req: Pass=C	NURSE-UN 72	Microbiology	3			(CAS: CORE)
Pre Req: Pass=C	NURSE-UN 80	Statistics I	3			(CAS: CORE)
Honors: PF	NURSE-UN xx	Honors Seminar: Nursing Practice, Research, Education, & Service	3			(CAS: CORE)
			1			(CAS: Applied Path Dept)
			Total	17		(NYU Meyers: LEAD)
SOPHOMORE YEAR SPRING						
Type	Course #	Course Name	Cr	Prerequisites	Pre/Co-Req	(Notes)
Lib Arts- Pass=D	CAS-Search by Language	*Foreign Language (SPAN-UA, FREN-UA, etc)	4			(CAS: CORE)
Lib Arts- Pass=D	CAS-Search by Subject	*Liberal Arts Electives	4			(CAS: CORE)
Honors: PF	NURSE-UN xx	Global Perspectives on Health	4			(CAS: CORE)
			8			(CAS: CORE)
			Total	17		(CAS: CORE)

\*Course may be taken Pass/Fail after matriculation to NYUCN. ALL OTHER COURSES MUST BE TAKEN FOR A LETTER GRADE.  
\*\*Students receiving any grade below C in EXPOS-UA 1 Writing the Essay will be required to sit for the Writing Proficiency Examination.  
Please see the NYUCN Academic Bulletin for minimum GPA and other program policies at: <https://nursing.nyu.edu/academic-bulletin>

First Edition, March 2017

# Program Development

- Application and admission
- Program administration
- Recognition
- Sustainability



**ADVISING**

The LEAD Scholar will be working closely with a LEAD Academic Advisor as a LEAD Honors Advisor throughout the program. An Academic Advisor and an Honors Advisor will be assigned to the LEAD Scholar throughout the LEAD Honors Program at NYU. The roles of the two advisors will be more fully explained during the Honors Nursing Cohort Seminar in the LEAD Scholar's first semester.

**LEAD Academic Advisor Responsibilities**

The LEAD Scholar will have a LEAD Academic Advisor who will be the personal advisor from the NYU Meyers Office of Advising and Academic Services. The LEAD Academic Advisor is a vital connection between the LEAD Scholar and university resources and provides:

- a personal connection to important campus resources;
- assistance with course selection and registration (particularly in the first and sophomore years);
- knowledge of NYU and college-wide policies;
- connections to tutoring services and
- investigative support services through writing meetings.

The LEAD Academic Advisor will also serve as the LEAD Scholar's instructor during the first year and sophomore Honors Nursing Cohort Seminar.

More information about services provided by the Office of Advising and Academic Services is available on the NYU Meyers website at [nursing.nyu.edu/barnum\\_students/advisement](http://nursing.nyu.edu/barnum_students/advisement).

**LEAD Honors Advisor Responsibilities**

The LEAD Scholar will also have a LEAD Honors Advisor who will be a NYU Meyers nursing faculty member and a member of the LEAD Honors Program Committee. The LEAD Honors Advisor is responsible for the LEAD Scholar's successful completion of the LEAD Honors Program, as well as the LEAD Scholar's ultimate transition to practice preparation.

**Governing LEAD Honors Program committees**

The LEAD Honors Program consists of the LEAD Honors Advisor, the LEAD Honors Program Committee, and the LEAD Honors Program Committee. The LEAD Honors Program Committee is responsible for the LEAD Honors Program's development, implementation, and evaluation.

**ADVISING**

In addition to program requirements, the LEAD Honors Advisor also provides comprehensive leadership development, assistance in selecting professional development and other extracurricular activities that fit the LEAD Scholar's interests and goals, and various opportunities with honors mentors and healthcare and comprehensive postgraduate education, including preparation for licensure examination, 1st year, and post-baccalaureate education.

**LEAD Scholar Responsibilities**

While the LEAD Academic Advisor and LEAD Honors Advisor will work in concert to guide the LEAD Scholar throughout the four-year program, it is the LEAD Scholar's responsibility to remain fully engaged in his/her academic, program, and professional progress. As such, the LEAD Scholar is expected to:

- research local, national, and global issues related to his/her profession with both advisors;
- be proactive in contacting advisors and applying with both advisors;
- develop appropriate time management and organizational skills to maintain the high standards of the LEAD Honors Program;
- maintain accurate records related to program progress (e.g., academic and advisory logs, portfolio of activities); and
- seek guidance as needed to maintain physical, mental, and spiritual health and achieve his/her goals and dreams.

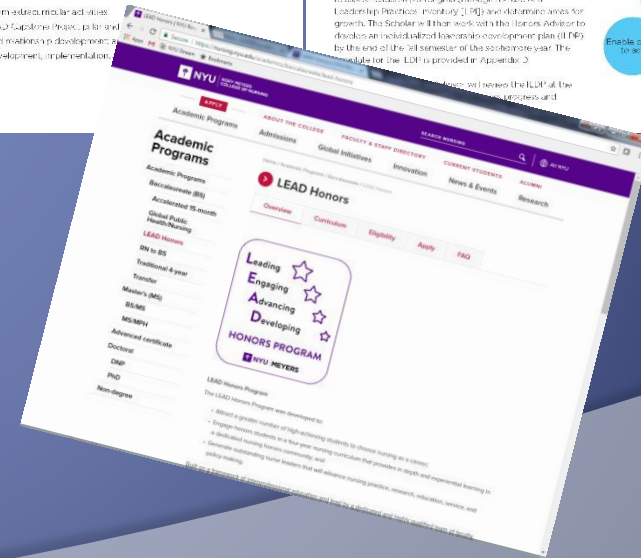
**Individualized Leadership Development**

Throughout the LEAD Honors Program, the Scholar will continue to develop personal leadership based on the Student Leadership Challenge by Posner and Herzog (2003), which examines leadership through the use of the leadership practices: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart.

The Scholar will work closely with the LEAD Honors Advisor to assess leadership strengths through the use of a Leadership Practices Inventory (LPI) and determine areas for growth. The Scholar will meet with the LEAD Honors Advisor to develop an individualized leadership development plan (IDP) by the end of the 1st semester of the sophomore year. The IDP will be reviewed by the LEAD Honors Advisor and the LEAD Honors Program Committee.

**Five Practices and Ten Commitments of Exemplary Leadership**

- Model the way
- Inspire a shared vision
- Challenge the process
- Encourage the heart
- Enable others to act





# Faculty Development

Individual  
Leadership  
Development

- ⦿ Did not initially think of self as leader
  - More conscious and aware in supervisory roles
  - More prepared and confident
  - Better understanding of leadership styles and tendencies
- ⦿ Accountability Interactions
  - Listening more
  - Gathering information before sharing
  - Learning to say “no”
- ⦿ Taking on higher levels of responsibility

# Faculty Development

Expanding  
Scope of  
Influence

- ④ Course coordinators; developing new courses
- ④ Increased mentoring roles
- ④ Increased involvement (including leadership roles) in committees (NYU Meyers and NYU) and professional organizations

# Faculty Development

## 🕒 Presentations

- Two faculty development sessions
- Professional presentations
  - Rodriguez, K., Lim, F., & Slater, L. Z. (September, 2016). Engaging nurse faculty in leadership development. Poster submitted to the 2016 Education Summit, National League for Nursing, Orlando, FL.
  - Lim, F., Rodriguez, K., & Slater, L. Z. (July, 2016). Nurse faculty leadership development: Prospects, progress, and perspectives. Paper submitted to the 27<sup>th</sup> International Nursing Research Congress, Sigma Theta Tau International, The Honor Society of Nursing, Cape Town, South Africa.



What questions do you have?