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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: Part 2 Leadership, Mentoring, Outcomes & Impact

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:
I 17
Slot:
I 17: Saturday, 29 July 2017: 9:30 AM-10:15 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.


Learning Activity:

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

Leadership development in the Nurse Faculty Leadership Academy is actively realized through facilitation of 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, evaluation, and fiscal outcomes.

Through mentored leadership development, nurse faculty Scholars expand their scope of influence within their 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 by broadly examining the educational landscape as a whole, not just through a local scope of influence within the nursing community.

The Scholars acquire an understanding of the external drivers impacting nursing education, including funding and regulatory issues, resource allocations, and shifts in healthcare delivery such as the increased 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. Through leadership development and behavioral change, the NFLA Scholars are prepared and ready to take on the challenges the future holds. Currently conducting the third academy cohort, the NFLA international community is growing and resulting in sustainable impact.