NURSE FACULTY LEADERSHIP ACADEMY: ADVANCING THE FUTURE OF NURSING EDUCATION
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Cynthia Bemis, DNP, RN, NE-BC
Elizabeth Peter, PhD, RN
Objectives

- Describe the triad leadership mentoring relationships
- Identify team project outcomes and impact
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

- Individual
- Behavioral
- Developmental
- 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

- Individual Leadership Development Plan
- Strategic Plan Process for Team Project
- Scope of Influence Portfolio
  - Organization
  - Community
  - Profession
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 – 24 month guided leadership journey
- Two immersion leadership development workshops
- Triad Relationships
- 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
Triad as Foundation for Leadership Development

- Scholar
- Leadership Mentor
- Faculty Advisor
Individual Leadership Development

Charlotte Swint, DNP, FNP-BC, MPH, MSN, RN
Individual Leadership Development: Leaders are Part of a Team

Team 1: Health Care Policy Education for Nurse Practitioner and Baccalaureate Nursing Students

Team 2: Interim Director of the Undergraduate Nursing Program from June 1, 2016 – June 30, 2017

Team 3: Georgia Women’s Policy Institute (GWPI) Team

Team 4: Xi Rho Chapter of Sigma Theta Tau Team

Team 5: Scholar, Leadership Mentor, Leadership Observer, Faculty Advisor, Colleague Scholar in Atlanta, Colleague’s Leadership Mentor and Community Partners
Individual Leadership Development: Leaders Work for the Benefit of Others

- Team lead for GWPI that worked with Rep. Scott Holcomb on a bill that was signed into law in Georgia
- Met with the President, the Provost, and the Director of Human Resources of the university to discuss faculty, student and community opportunities.
- Worked with the National Organization of Nurse Practitioner Faculties (NONPF) Board to found and co-chair the Health Policy Education Special Interest Group.
- Planned the Xi Rho Chapter’s 20th anniversary program celebrating the history of the chapter with a seated dinner
Taught over 100 graduate and undergraduate nursing students advocacy techniques. Visited the Georgia Capitol during a legislative session with them. The students used their advocacy skills to ask legislators for a new nursing school building which was successfully added to the facilities plan.

- Co-taught a political science class about how laws are made in Georgia.
- Co-taught a study abroad class in Haiti.
- Restructured new student orientation for incoming nursing students.
Advancing Nursing Education through Leadership of a Team Project

Tamatha Arms, DNP, PMHNP-BC, NP-C
Development of a mentorship program for DNP prepared faculty on tenure-track

- **Background:**
  - The DNP focus is Quality Improvement & EBP.
  - Engagement in “research” is listed on most tenure criteria.
  - Faculty with DNP must consider ways to engage in scholarship that addresses tenure criteria.

- **Purpose**
  - Mentor faculty with a DNP who chose the tenure track by providing an online portfolio of developmental resources to facilitate scholarship development.
Leadership development

Team:
- SON director, CHHS Dean, Senior (Tenured) faculty champion(s), IT & Instructional design

Focus groups
- 5 faculty members participated
  - No prior scholarship
    - Publications = 3
      - Submissions = 4
    - Presentations:
      - Podium = 7
      - Posters = 3

Model the Way
Enables Others to Act
“you’ve made me realize I can do this!”
Implications for Nursing Education

- Recognize, understand, and respect the differences between terminal degrees: “Labels disable”
  - Tenure track vs clinical track
  - Junior faculty vs senior faculty
  - DNP prepared faculty vs PhD prepared faculty
- DNP and PhD prepared faculty collaborate
- Promote retention of new faculty through increased job satisfaction, role clarity, and expectations.
- Ultimate culture change
Expanded Scope of Influence: Organization, Community & Profession

Cynthia Bemis, DNP, RN, NE-BC
Expanded Scope of Influence

- **Organization**
  - Faculty Governance
  - Clinical Placement
  - Campus Governance
  - School Representative
  - Administrative Leadership Roles

- **Community**
  - Bowen Center – Advisory Board
  - Indiana Hospital Association – Council on Workforce Development
  - Consultant - two major initiatives – Student Nurse Bridge Program and Re-development of a Transition to Practice Program.
Expanded Scope of Influence

- Profession - A lot of “Firsts”
  - Program Committee – Indiana Organization of Nurse Executives
    - Organize abstract reviews and poster presentations
    - Registration desk
  - Two publications
  - Three national presentations
  - Grant –funded
  - Began working at the bedside in the Emergency Department of a local hospital
Keys to Expanded Scope of Influence

Visibility

Risk

Contributions
NFLA Impact on Future of Leadership in Nursing Education

Elizabeth Peter, PhD, RN
Drivers Impacting the Future of Nursing Education
Global Drivers

- Inequities in health and healthcare
- Aging population
- New infectious, environmental and behavioral risks
- Rising complexity and cost of health systems
- Hospital orientation vs. community care
- Professional tribalism
- Technological innovation & growth of knowledge
- Global interdependence  
  (Frenk et al. 2010)
Impacts

- Constant curriculum change
- Growing interest in global citizenship
- Innovations in pedagogy and use of technology
- Shortage of clinical placements
- Demand for interprofessional education
- Growing demands on nursing educators
- Aging academic nursing workforce
- Shortage of academic leadership
NFLA Impact: Three Academy Domains

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What questions do you have?