NURSE FACULTY LEADERSHIP ACADEMY: ADVANCING THE FUTURE OF NURSING EDUCATION

Sigma Theta Tau International
Honor Society of Nursing®
THE ELSEVIER FOUNDATION

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Objectives

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

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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

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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

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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

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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

Individual Leadership Development : Leaders are Innovative

- 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

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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.

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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!"

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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

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Expanded Scope of Influence: Organization, Community & Profession

Cynthia Bemis, DNPN, RN, NE-BC

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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

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NFLA Impact on Future of Leadership in Nursing Education

Elizabeth Peter, PhD, RN

Drivers Impacting the Future of Nursing Education

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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)

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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

- Individual Leadership Development
- Leading a Team Project to Advance Nursing Education
- Expanding Scope of Influence:
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What questions do you have?