Title:
SPECIAL SESSION: Nurse Faculty Leadership Academy: Advancing the Future of Nursing Education

Presenters:
Deborah Cleeter Bailey, EdD, MSN, RN
Tamatha Arms, DNP, MSN, BSN, ADN, RN, PMHNP-BC, NP-C
Elizabeth Peter, PhD, RN
Cynthia M. Bemis, DNP, RN, NE-BC
Charlotte E. Swint, DNP, MPH, RN, FNP-BC, CNRN, CHES

Type:
Oral

Keywords:
Leadership, Leadership Development and Nursing Education

Summary:
The NFLA is designed to promote individual leadership development, foster academic career success; promote nurse faculty retention and satisfaction; and cultivate high performing, supportive work environments in academe. Outcomes and impact of the third cohort will be presented by Scholars and Faculty.

Abstract Text:
The Nurse Faculty Leadership Academy (NFLA) has prepared and positioned emerging leaders in nursing education for the past eight years. The NFLA is designed to facilitate personal leadership development; foster academic career success; promote nurse faculty retention and satisfaction; and cultivate high performing, supportive work environments in academe.

Constructed on a behavioral change philosophy of leadership development, the NFLA is a rigorous 20-month leadership development experience. The international academy provides a leadership development experience that engages junior faculty and leaders of their home academic institutions. The experiential nature of the NFLA requires intentionality and commitment from all members of the academy community.

The NFLA employs a triad mentoring structure as the foundation for the Scholars’ learning milieu that is integrated throughout all curricular and relational components of the academy. Each triad is composed of a Scholar participant, an experienced Leadership Mentor, and an academy Faculty Advisor. Throughout the academy the triad meets regularly to implement the application of curricular activities, to guide reflective exercises, and to provide a framework for the leadership development process.

Three domains form the basis of the NFLA experience: individual leadership development, advancing nursing education through leadership of team projects, and the Scholars’ expanded scope of influence within their sponsoring academic institutions,
community, and profession. The Kouzes-Posner ‘Leadership Challenge’ model serves as a behavioral practice framework for the leadership development curriculum. The structure of the academy includes two immersion leadership development workshops, two in-person Site Visits, and monthly Scholar Community Conference Calls. In addition, triads meet regularly by phone or videoconference for guided advisory conversations.

The NFLA leadership development philosophy, history of the academy design, curricular elements and composition, mentoring roles and responsibilities, and the impact of the academy on the future of leadership in nursing education will be described by current faculty. As aspiring leaders, three Scholars from the current cohort will present their leadership development experiences through storytelling and discussion of outcomes from the three domains. The NFLA Cohort III has provided an extraordinary opportunity for intentional behavioral change for a select group of emerging nurse faculty leaders. The academy experience has fostered the development of advancements in nursing education and promoted healthy environments in academe. The outcomes of the Scholars’ achievements within the three foundational domains will influence the future of many schools and colleges of nursing.

Final Number:

C 22

Slot:
C 22: Sunday, 29 October 2017: 10:45 AM-11:30 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:

| LEARNING OBJECTIVES | EXPANDED CONTENT OUTLINE |
| Describe the triad leadership mentoring relationships. | I. Mentoring for leadership development  
II. Triad roles and influence  
III. Intentional relationship building |
|------------------------------------------------------|--------------------------------------------------------------------------------|
| Identify team project outcomes and impact            | I. Team project as milieu for developing leadership behaviors  
II. Advancing education initiatives and sustainable endeavors  
III. Impact at colleges and schools of nursing        |