Sigma Theta Tau International
Honor Society of Nursing®

2017

44ᵀᴴ BIENNIAL CONVENTION
28 OCTOBER — 1 NOVEMBER | INDIANAPOLIS, INDIANA, USA

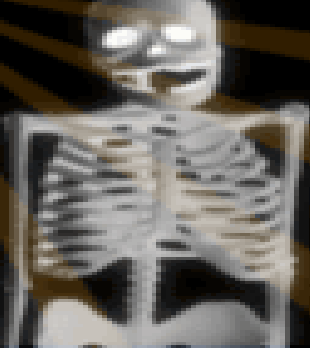# Nursing Academic Leaders:
A Tale of Two Journeys

Omar Ali MSN, RN-BC
Jeffrey Willey PhD, RN, CNS, CLNC, CNE
Steven J. Palazzo PhD, MN, RN, CNE

Sigma Theta Tau International
Honor Society of Nursing®

Happy Halloween!

Program Funder

- The Chamberlain University School of Nursing
  - Center for Excellence in Nursing Education (CENE)
    - Leadership Development
    - Professional Development
    - Mentorship Program

Sigma Theta Tau International
Honor Society of Nursing

Leadership is…

Leadership is the ability
to influence others

© Randy Glasbergen / glasbergen.com

"I'm not lacking leadership skills.
Everyone else is lacking followship skills!"

Sigma Theta Tau International
Honor Society of Nursing®

Mentorship is…

- *The Odyssey*
  - Odysseus
  - Mentor
  - Telemachus

- Advisor

- Guide

- Male/Female Iterations

Why Mentorship?

- More successful

- Advance quicker

- Earn higher salaries

- Become mentors themselves

Mentorship in Academe

- Business & Medical Literature

- Promotion

- Publications

- Grants

- Retention

Sigma Theta Tau International
Honor Society of Nursing®

Administrator Considerations

- Retirements
  - RNs
  - Faculty
  - Administrators

- 'Thrust' in new role
  - Formal training

- Succession planning

© Ron Leishman * www.ClipartOf.com/437509

Sigma Theta Tau International
Honor Society of Nursing®

One Answer…EEAI

The Emerging Educational Administrator Institute (EEAI):
- New or aspiring Academic Administrators
- Curriculum
- Triad Model
  - Scholar
  - Mentor
  - Institute Faculty

Sigma Theta Tau International
Honor Society of Nursing®

Learning to Lead in Academe

Jeffrey Willey PhD, RN, CNS, CLNC, CNE
Chair, Department of Nursing
Salisbury University
Salisbury, MD

Sigma Theta Tau International
Honor Society of Nursing®

EEAI & Leadership Development

- Why needed:
  - Historically, nurses often are not provided with the skills necessary to be leaders – often only provided with skills for clinical practice (true even at graduate levels)

- Developmental needs:
  - Strategic planning
  - Budgeting
  - Dealing with multiple personalities

Sigma Theta Tau International
Honor Society of Nursing®

EEAI Format/Networking/Connections

- Mentors
  - Faculty
    - Jeanette Lancaster PhD, RN, FAAN
  - Colleague
    - Nancy Sharts-Hopko PhD, RN, FAAN
    - Janice Agazio PhD, CRNP, RN, FAANP, FAAN

- Peer Connections
  - Brian Holland
  - Grace Moodt

- Monthly Conference Calls
  - Able to discuss current environments and challenges with possible solutions (for both projects and current issues)

EEAI Project: Learning to Lead

- Needs/Wishes:
  - Budget Development
    - New Budget Process
  - Strategic Planning
    - Need More Faculty
  - Dealing with Faculty/Staff

Sigma Theta Tau International
Honor Society of Nursing®

Plan

- "Residency" for group as initial contact and training
  - Assessment/learning about leadership traits/skills/knowledge/personality types
  - Review of academic administrative role
  - Team building/Career planning
- Monthly meetings with faculty member and peers
  - Monthly journaling assignment for group
- Met as needed with self-selected mentors
- EEAI developed/presented group with CE courses for self-development in specified areas

Sigma Theta Tau International
Honor Society of Nursing®
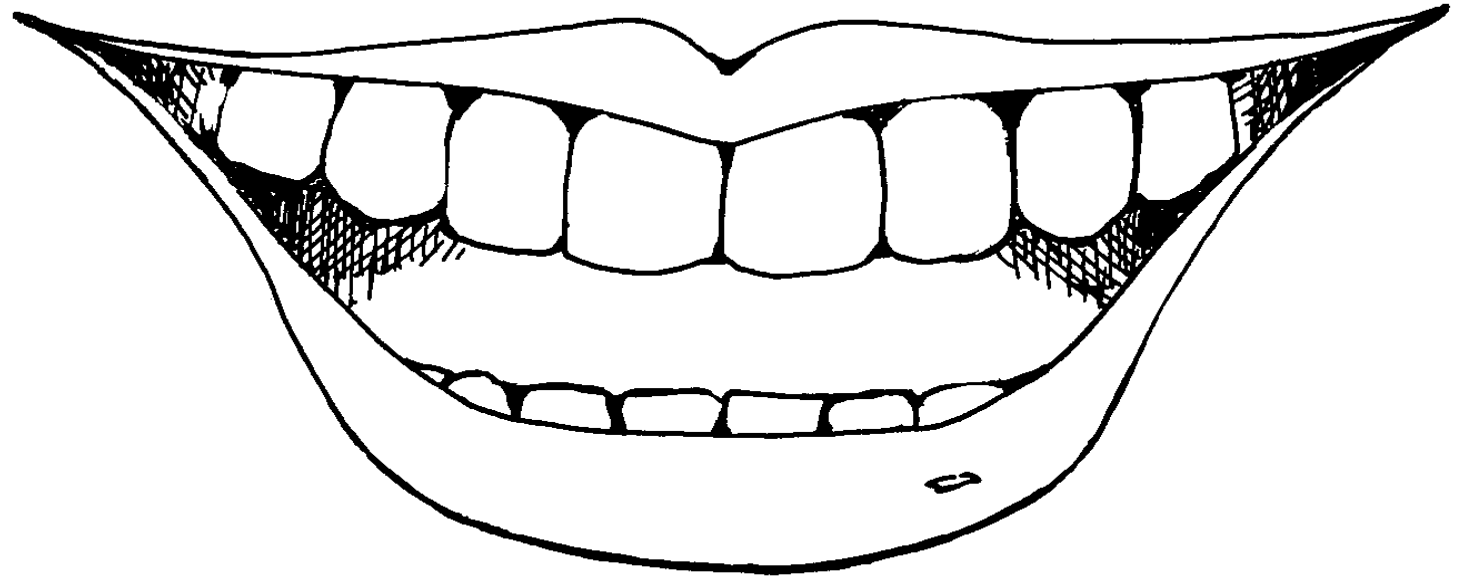
Individual Projects

- Pursuit of Clinical Faculty Positions

- Budget Development

- Strategic Plan

- Salaries

The "SMILE" Approach

- Situational
- Managing
- In
- Leadership
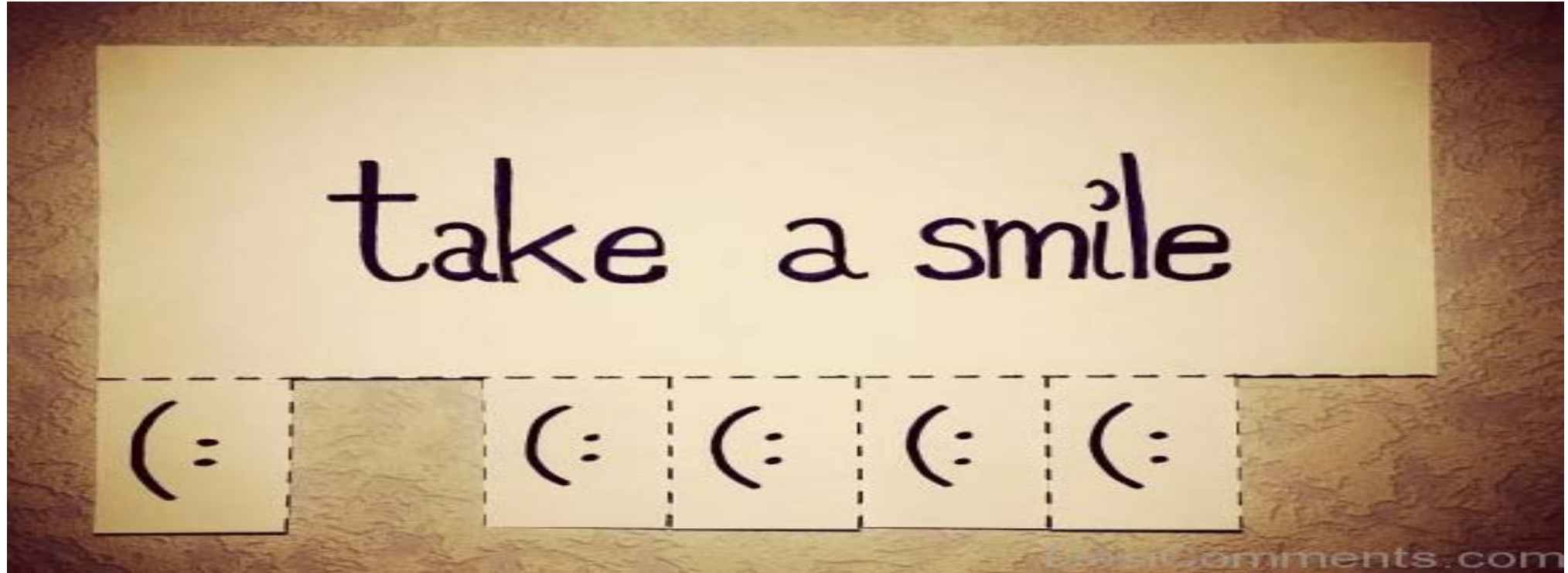- Experiences

The "SMILE" is mightier then the "FROWN"

- Situational
- Managing
- In
- Leadership
- Experiences

- Frequent
- Reactivity
- Over
- Whining &
- Noise

Sigma Theta Tau International
Honor Society of Nursing®

If you see someone without a smile, give them one of yours.

Sigma Theta Tau International
Honor Society of Nursing®

The Journey Begins …

Sigma Theta Tau International
Honor Society of Nursing®

My EEAI Goals

Develop

leadership skills in nursing education administration

Use

a situational-responsive leadership perspective to achieve stated EEAI outcomes

Engage and inspire

others to achieve stated outcomes by leading the development of a BSN Curriculum Assessment Plan subcommittee

Sigma Theta Tau International
Honor Society of Nursing®

Expected EEAI Project Outcomes

1. **Establish** a BSN Assessment Plan subcommittee within UCEC

2. **Develop** a framework to guide ongoing BSN program assessment

3. **Create** a BSN Curriculum Assessment Plan document

4. **Lead** the promotion of a culture that supports innovative pedagogy, continuous quality improvement, and accountability for student learning outcomes

5. **Advocate** for faculty workload allocation for BSN Director of Assessment (or eventually an Assoc. Dean for Academic Affairs)

6. **Advocate** for staff allocation to support role of BSN ongoing assessment

7. **Contribute** to the CCNE self-study report

Sigma Theta Tau International
Honor Society of Nursing®

BSN Curriculum Assessment Plan

PURPOSE: to organize and lead a team in creating and operationalizing a single comprehensive systematic internal and external BSN curriculum assessment document (*Educational Academic Mission*)

Sigma Theta Tau International
Honor Society of Nursing®
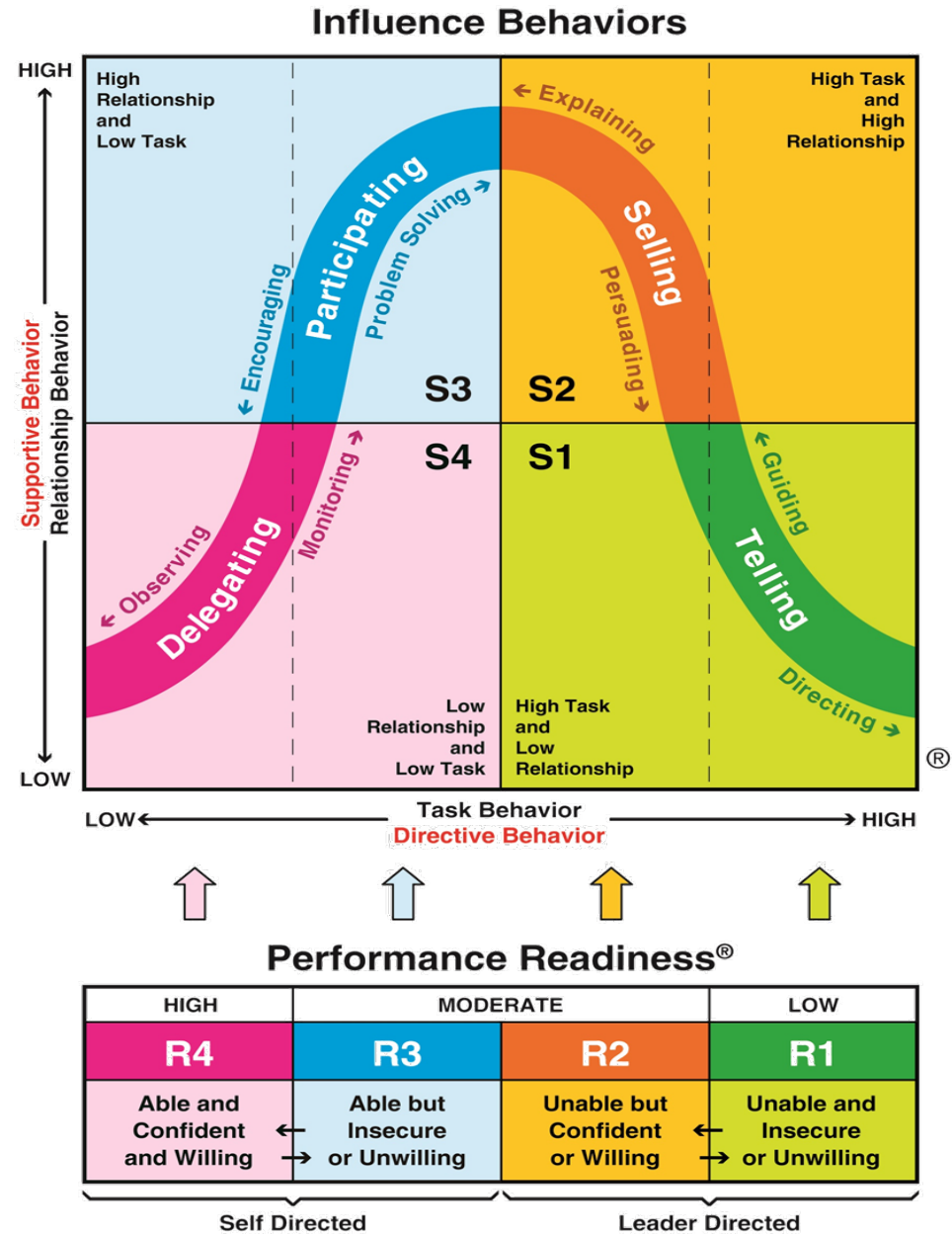
Situational-Responsive Leadership

Inspiring others to achieve and sustain purposeful and value-based outcomes using situational engagement strategies in an environment of trust, respect, integrity, and empathy

Situational Leadership Model

Hersey-Blanchard

Situational Leadership® and Performance Readiness® are trademarks of Leadership Studies, Inc.
Copyright © 1985, 2006, Leadership Studies, Inc. All Rights Reserved.

BSN Curriculum Assessment Plan

College of Nursing Strategic Plan (Pillars of Distinction)

Internal Assessment

- Assignments align with course objectives
- Leveling Document concepts integrated appropriately
- Student course evaluations
- Peer evaluations

Communities of Practice

Simulation

NURS 3190/91: Promoting the Health of Older Adults

NURS 3390/91: Promoting Mental Health

NURS 3590/91: Promoting Reproductive Health

NURS 4190/91: Promoting the Health of Children & Families

NURS 4390/91: Promoting the Health of Adults

NURS 4590: Promoting the Health of Populations and Communities

NURS 4790/1: Senior Practicum Transition to Professional Practice

External Assessment

- NCLEX Pass Rates
- Nursing Commission
- HESI Comprehensive Predictor Exit Exam
- CCNE Quality Indicators
- BSN Alumni Survey
- Graduate Employment
- Clinical Partner Feedback

- **NURS 2520**: Professional Nursing in the 21st Century
- **NURS 3205**: Pathophysiology
- **NURS 3305**: Introduction to Pharmacology
- **NURS 3405**: Health Assessment & Interventions
- **NURS 3520**: Statistical Research Methods for Evidence-Based Practice
- **NURS 3705**: Nutrition for Health Promotion
- **NURS 4520**: Senior Synthesis: Leadership for Health Equity

Nursing Sciences

Deliverables – Part I

- A **BSN Curriculum Assessment Manual** (aligned with the SU CoN Strategic Plan) approved by UCEC and Faculty Assembly that contains the following:

  1. BSN curriculum assessment document
  2. Conceptual framework for assessment (objective-based model): Context, Input, Process, and Product (CIPP) Model (Stufflebeam, D.L. (2000).
  3. Content grid (CCNE standards)
  4. Revised internal and external surveys

Deliverables – Part II (2018-19)

1. Data tracking mechanism (Excel)

2. Curriculum Action Form (UCEC)

3. Content-mapping of the curriculum

4. End-of-year report (complete and comprehensive evaluation of the BSN curriculum)
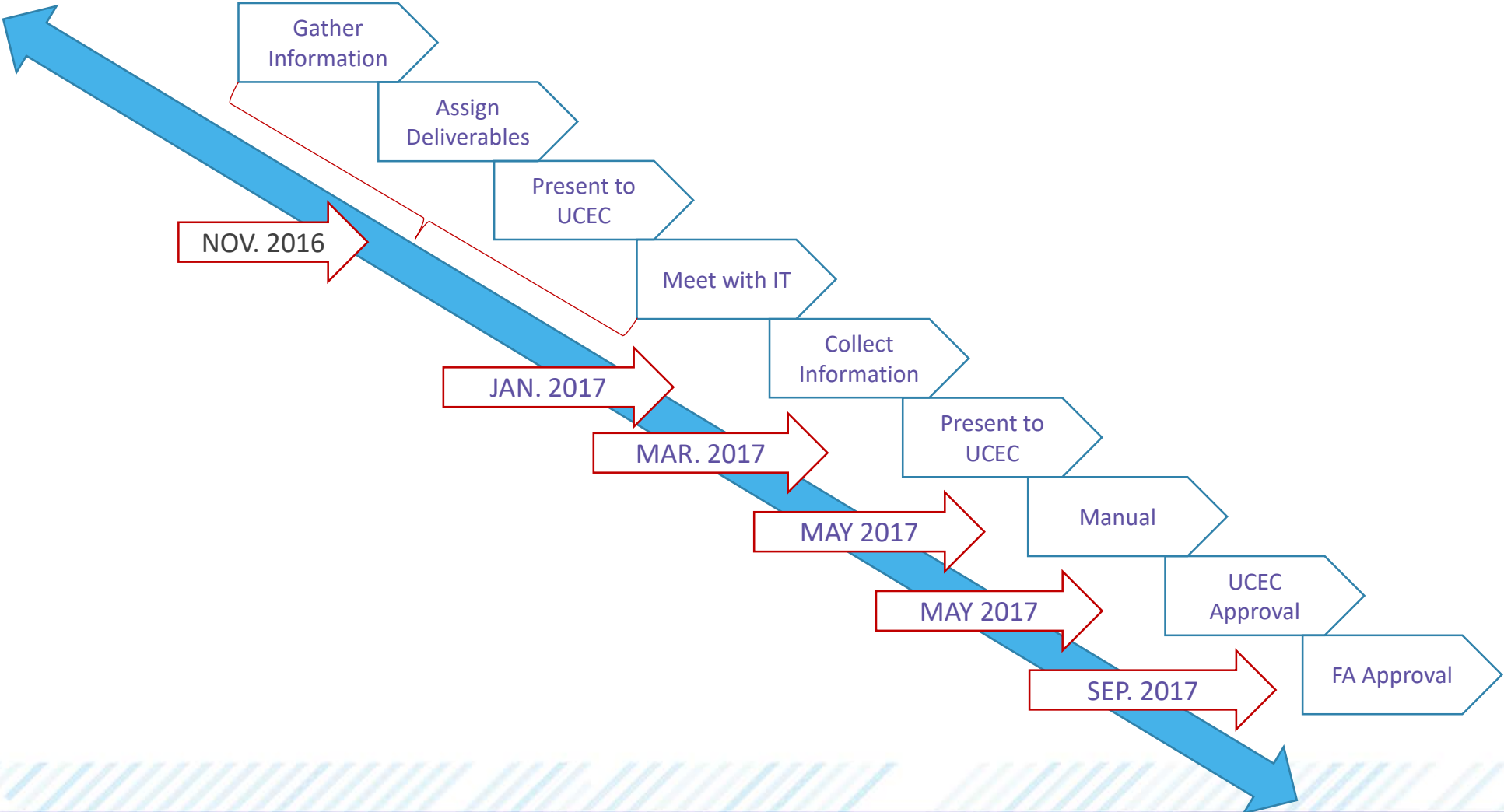
EXTERNAL

- NCLEX Pass rates
- Nursing Commission
- CCNE

Dean's Office

- BSN Alumni Survey
- Graduate Employment Survey
- Clinical Partner Feedback

D.W

- HESI – G.R.

INTERNAL

- Leveling Document (informed by the BSN Essentials, ANA Code of Ethics, and NCLEX Test Plan)
- Assignments align with objectives

S.P.

- Peer Evaluations

L. C., S.M.,R.S.

- Student Evaluations

B.C. & J.S.

Sigma Theta Tau International
Honor Society of Nursing®

Timeline 2016-17

Gather Information

Assign Deliverables

Present to UCEC

NOV. 2016

Meet with IT

JAN. 2017

Collect Information

MAR. 2017

Present to UCEC

MAY 2017

Manual

MAY 2017

UCEC Approval

SEP. 2017

FA Approval

Sigma Theta Tau International
Honor Society of Nursing®

CIPP Model

2016-17 2017-18

Formative ← → Summative

Context	Input	Process	Product
Establishing needs and objectives	Specifying the most appropriate approach to meet identified needs	Assessing the implementation of the programme	Assessing the outcomes of the programme

What should we do?

How should we do it?

Are we doing it?

Did it work?

Sigma Theta Tau International
Honor Society of Nursing®

Sustainability

Director of BSN Assessment
- ✓ Faculty position (.25 time allocated)

Staff support to for BSN assessment
- ✓ .20 time allocated

Outcome Dissemination

- End of year report to admiration, faculty, staff, and students

- CCNE self-study report

- CoN Annual Report of Scholarship
  - Consider Annual Report of Scholarship, Teaching, and Service

Sigma Theta Tau International
Honor Society of Nursing®

Lessons Learned

1. Nothing moves quickly in academia!

2. Patience *IS* a virtue!

3. Trust is essential!

4. Administrative support is paramount to success!

5. Your "emergency" isn't necessarily everyone else's "emergency"!

6. It takes a village! (team)

Sigma Theta Tau International
Honor Society of Nursing®

EEAI Mentors

Nancy Sharts-Hopko, PhD, RN, FAAN
    Professor and Director PhD Program,
    Villanova University

Lynette Leeseberg Stamler, PhD, RN, FAAN
    Professor and Associate Dean for Academic Programs, University of
    Nebraska Medical Center

Sigma Theta Tau International
Honor Society of Nursing®

Lessons Learned

- Curriculum
  - Workshop Length
- Mentor
  - Role Delineation
- Sponsoring University
  - Engagement

Sigma Theta Tau International
Honor Society of Nursing®

20% Rule

- Science

- Experience

- YOU?

© 2007 by Randy Glasbergen.
www.glasbergen.com

GLASBERGEN

"Remember, only gravy in his drip. He's on Atkins."

Sigma Theta Tau International
Honor Society of Nursing®

References

Adams, L. (2007). Nursing academic administration: who will take the challenge? Journal of Professional Nursing, 23(5), 309-315.

Buller J. L. (2012). The essential department chair: A comprehensive desk reference. 2nd Edition. Jossey-Bass Publishing.

Delago, C., Mitchell M. M., A survey of current valued academic leadership qualities in nursing. Nursing Education Perspectives, 37(1), 10-15.

Fitzpatrick, J. J. (2014). Succession planning for nurse faculty: Who will replace us? Nursing Education Perspectives, 35(6), 359.

Greeny et al. (2013). Influencer: The new science of leading change. 2nd Edition. McGraw Hill.

Griffith, M. B. (2012). Effective succession planning in nursing: A review of the literature. Journal Of Nursing Management, 20(7), 900-911.

Horton-Deutsch, S., Young, P. K., & Nelson, K. A. (2010). Becoming a nurse faculty leader: facing new challenges through reflecting, persevering and relating in new ways. Journal of Nursing Management, 18, 487-493.

Johnson, W.B. (2016). On being a mentor. A guide for higher education faculty. 2nd Edition. Routledge Taylor & Francis Group.

McDermid, F., Peters, K., Jackson, D., & Daly, J. (2012). Factors contributing to the shortage of nurse faculty: a review of the literature. Nurse Education Today, 32, 565-569.

Morrison et al. (2014). Impact of a formal mentoring program on academic promotion of Department of Medicine: A comparative study. Medical Teacher (36), 608-614.

Nowell et al (2017). Mixed methods systematic review exploring mentorship outcomes in nursing academe. Journal of Advanced Nursing, 73(3), 527-544).

Tsen L. C. et al. (2012). The development, implementation, and assessment of an innovative faculty mentoring leadership program. Academic Medicine, 87 (12), 1757-1761.

Wilkes L., Cross W., Jackson D. & Daly J. (2015). A repertoire of leadership attributes: an international study of deans of nursing. Journal of Nursing Management, 23, 279-286.

Young, P. K., Pearsall, C., Stiles, K. A., & Horton-Deutsch, S. (2011). Becoming a nurse faculty leader. Nursing Education Perspectives, 32(4), 222-228.

Questions