

Acknowledgements

- Provost Grant 2011-12
- Leaders in nursing education
- Participants

Background

The future of nursing : Leading change, advancing health report recommendations, the Institute of Medicine (IOM)

- recommends that “nurses, nursing education programs, and nursing associations should prepare the nursing workforce to assume leadership positions across all levels”



Background

The National League for Nursing states that an important nurse educator competency is to “function as change agents and leaders to create a preferred future for nursing education and nursing practice”.



Leadership Issues in Nursing Education

- Many nurse faculty leaders are thrust into their positions with insufficient leadership education or experience

(Young, Pearsall, Stiles, Nelson, & Horton-Deutsch, 2011)

- Academic leadership in nursing has been shown to affect faculty satisfaction and retention and affect the health of the overall work environment (Brady, 2010)

Leadership Issues in Nursing Education

- Adams (2007) in a study of faculty and administrators in nursing programs in the United States found that 63% of the respondents had no desire to move into a position with greater administrative responsibility.
- Most leaders in nursing programs do not develop leadership succession plans.

Purpose

to identify and describe the competencies that doctoral students pursuing an academic career trajectory need to be a leader in nursing education

Research Questions

What leadership in nursing education competencies do doctoral students in nursing require?



Research Design

- Qualitative description
- Naturalistic inquiry (Guba & Lincoln, 1985)



Sample

- 15 leaders in nursing education
- White ($n = 13$), female ($n = 13$), 57 years (M)
- PhD in nursing or related field ($n = 12$)
- 27 years (M) full time in nursing education
- Formal or titled leadership positions - Deans, Program Directors
- Informal leadership positions - faculty
- National and international leadership roles in professional organizations

Data Collection & Analysis

- Institutional Review Board approval
- Individual interviews
- Demographic questionnaire
- Data collection until saturation occurred
- NVivo9 – content and thematic analysis
- Trustworthiness

Findings

Core Competencies for Leaders in Nursing Education

- articulate and promote a vision for nursing education
- function as a steward for the institution and nursing education
- embrace professional values in the context of higher education
- develop and nurture relationships

Articulate and promote a vision for nursing education

Vision was identified as “...finding the significance in things, being futuristic, and thinking strategically of where you want to go...”

“you really have to have a view...vision coupled with initiative and risk taking”

Function as a steward for the institution and nursing education

...trying to know what's coming into play...Both in terms of future trends in health care and ... the context in which we function. We have to keep an eye on the needs of the health care delivery ... nationally and internationally, and we have to keep an eye on politics around health care locally and nationally.

Embrace professional values in the context of higher education

“...having a moral compass. That means doing the right thing when it’s not always the most popular thing. It also means you do not practice situational ethics”

Develop and nurture relationships

“couldn’t expect other people to give of themselves if you are not doing it...a leader needs to model the philosophy”

“that this job is not about me...it is about the students and the school...when ego is the driver, everybody’s in trouble”

Implications for Nursing Education

- Leaders in nursing education are not dependent on a role or title
- Challenge the status quo and create an environment that is innovative and ready for change
- Acquiring leadership skills requires time and mentorship



**Thank
You for
your
attention!**