Sigma Theta Tau International Honor Society of Nursing

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Nursing Academic Leaders: A Tale of Two Journeys

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Program Funder

• The Chamberlain University School of Nursing
  • Center for Excellence in Nursing Education (CENE)
    • Leadership Development
    • Professional Development
    • Mentorship Program
Leadership is the ability to influence others

“I’m not lacking leadership skills. Everyone else is lacking followship skills!”

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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
Administrator Considerations

• Retirements
  • RNs
  • Faculty
  • Administrators

• ‘Thrust’ in new role
  • Formal training

• Succession planning
One Answer…EEAI

The Emerging Educational Administrator Institute (EEAI):

• New or aspiring Academic Administrators
• Curriculum
• Triad Model
  • Scholar
  • Mentor
  • Institute Faculty
Learning to Lead in Academe

Jeffrey Willey PhD, RN, CNS, CLNC, CNE
Chair, Department of Nursing
Salisbury University
Salisbury, MD
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
EEAI Format/Networking/Connections

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

• Pursuit of Clinical Faculty Positions
• Budget Development
• Strategic Plan
• Salaries
The “SMILE” Approach

• Situational
• Managing
• In
• Leadership
• Experiences
The “SMILE” is mightier than the “FROWN”

- Situational
- Managing
- In
- Leadership
- Experiences

- Frequent
- Reactivity
- Over
- Whining &
- Noise
If you see someone without a smile, give them one of yours.
Situational-Responsive Leadership in the Context of Project Development

Steven J Palazzo, PhD, MN, RN, CNE
Associate Professor
Seattle University, College of Nursing
The Journey Begins...
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
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
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*)
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
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**
- 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

**Simulation**
- 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

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

**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
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
- BSN Alumni Survey
- Graduate Employment Survey
- Clinical Partner Feedback
- HESI – G.R.

Dean’s Office

D.W

INTERNAL

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

S.P.

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

B.C. & J.S.
CIPP Model

Formative

Context
Establishing needs and objectives

Input
Specifying the most appropriate approach to meet identified needs

Process
Assessing the implementation of the programme

Product
Assessing the outcomes of the programme

Summative

2016-17

What should we do?

2017-18

How should we do it?

Did it work?

Are we doing it?
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
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)
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
Lessons Learned

• Curriculum
  • Workshop Length
• Mentor
  • Role Delineation
• Sponsoring University
  • Engagement
20% Rule

• Science

• Experience

• YOU?

“Remember, only gravy in his drip. He’s on Atkins.”
References


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.


Questions