The shortage of qualified nursing faculty to assume leadership positions in academia is a growing challenge (American Organization of Nurse Executives [AONE], 2014; Dyess, Sherman, Pratt, & Chiang-Hanisko, 2016). The need for supportive mentored relationships and professional development is crucial to address the lack of sustainable leadership succession in nursing academia. How do we provide advanced opportunities for leadership development in order to meet this challenge?

The Nurse Faculty Leadership Academy (NFLA) Scholar Program is an eighteen-month program that is sponsored by Sigma Theta Tau International (STTI) and Elsevier. The leadership practices of the scholar were enriched and supported through application of recommendations from the Kouzes and Posner's Leadership Challenge in relation to a leadership project that supports the advancement of nursing education. An individualized leadership plan and leadership development path were created with input from the scholar, academic peers, and faculty mentors to provide structure and goal delineation during the program. Nurse faculty as part of the NFLA program were supported through a leadership curriculum in the three domains of individual leadership development, team project leadership, and scope of influence expansion. The NFLA scholars are immersed in the study of a transformative leader’s five practices of modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart (Kouzes & Posner, 2012). The positive outcomes of this program were evidenced through this NFLA leadership journey, expressed in the perspectives of scholar, leadership mentor, and faculty advisor.

Most importantly, the NFLA approach allows junior faculty a valuable mentored experience to improve personal leadership skills and provides a path for becoming a transformational leader. This valuable mentoring approach allows the scholar opportunities to develop leadership skills to cultivate a supportive multidisciplinary environment, expand their scope of influence, and ultimately find satisfaction in being an academic nurse leader in advancing nursing education. This presentation discusses advanced opportunities for leadership development in order to meet this challenge.

**Title:**
Moving From Transactional to Transformational Leadership With Help From the Nurse Faculty Leadership Academy

**Keywords:**
Nurse Faculty, Nursing Leadership and Transformational Leader

**References:**


Abstract Summary:
The shortage of qualified nursing faculty to assume leadership positions in academia is a growing challenge. The need for supportive mentored relationships and professional development is crucial to address the lack of sustainable leadership succession nursing academia. This presentation discusses advanced opportunities for leadership development to meet this challenge.

Content Outline:
(I had difficulties with the system in aligning my outline with the example)

Title: Moving from a Transactional to Transformational Leader with Help from the Nurse Faculty Leadership Academy

1. Introduction
   a. Inadequate supply of nurse leaders containing the expertise to take on these challenging roles
   b. Faculty require supportive educational strategies to develop positive leadership behaviors in order to effectively navigate the increasingly complex landscape of higher education and sustain nursing programs.

1. Body

1. Scholar perspective on individual leadership development
   a. Personal development
   b. Professional development
1. Scholar perspective on team project leadership
   
a. Personal development
b. Professional development

1. Scholar scope of influence expansion
   
a. Personal development
b. Professional development

Conclusion
   
a. The changes in scholar’s leadership behaviors and professional life with the support of the NFLA program have been dynamic.
b. This was a change that would have seemed outside of normal reach from author’s former mindset.

First Primary Presenting Author

*Primary Presenting Author*

Angela Opsahl, DNP, RN, CPHQ
Indiana University
School of Nursing
Assistant Professor
Bloomington IN
USA

**Professional Experience:** •Assistant Professor, IUSON, Bloomington (8/2017 to present) •Assistant Professor, IUSON, Columbus (8/2015 to present) •Clinical Assistant Professor, IUSON, Columbus (8/2013 to 8/2015) •Adjunct Nursing Instructor, University of Indianapolis, MSN program (8/2011-12/2013) •Quality Data Manager, Regional hospitals Franciscan St. Francis Health (12/2010 to 8/2013) •Quality Clinical Outcomes Specialist, Franciscan St. Francis Health (6/2009 to 12/2010) •Certified Professional for Healthcare Quality International, #14563, 12/2010-current •Registered with the Indiana State Board of Nursing, #28110402A, 6/1990-current

**Author Summary:** Dr. Opsahl has 27 years of experience as a registered nurse and is an Assistant Professor. She is currently serves as board member of Indiana Association for Healthcare Quality, Past-President. In her prior professional role, she was the Quality Data Manager for Franciscan St. Francis Health at the three area campus hospitals of Carmel, Indianapolis, and Mooresville, Indiana. Dr. Opsahl continues to assist higher education and local organizations with areas of patient safety and program improvement.

Second Secondary Presenting Author

*Corresponding Secondary Presenting Author*

Sara Horton-Deutsch, PhD, MS, BSN, RN, ANEF, FAAN

University of Colorado-Denver
College of Nursing
Professor & Watson Caring Science Endowed Chair
Aurora CO
USA
**Professional Experience:** Sara Horton Deutsch, PhD, RN, ANEF, FAAN is a Professor and the Jean Watson Caring Science Endowed Chair at the University of Colorado College of Nursing. Dr. Horton-Deutsch is an established international leader in the psychiatric mental health nursing community. She has a sound international reputation and is known for her work in leadership development and advancing the art and science of reflective pedagogies in nursing education. She has served as the Division Chair for Education and Research for the International Society of Psychiatric Mental Health Nursing (ISPN), as a member of the task force for the Scope and Standards of Practice National Review and Revision for psychiatric mental health nursing, and was a member of the Licensure Accreditation Certification and Education network (LACE). Currently she is president of ISPN and leading the organization through both strategic planning and transformation.

**Author Summary:** Sara Horton-Deutsch is a professor, Director of the Watson Caring Science Center and endowed chair in Caring Science at the University of Colorado College of Nursing. She has been a nurse educator for over 20 years and was recognized as fellow in nursing education by the National League of Nursing in 2012.