Purpose: The international nursing faculty shortage is projected to persist throughout the next decade and is attributed to several factors including the aging and impending retirement of a significant portion of the current faculty workforce, lack of qualified applicants, particularly those from under-represented groups, and non-competitive salaries (Fang & Kesten, 2017; National League for Nursing, 2018; Taylor & Gillespie, 2017).

This comes at a time when the global need for health professionals is predicted to double by 2030, resulting in a worldwide shortage of approximately 15 million registered nurses, nurse midwives, and physicians (Liu, Goryakin, Maeda, Bruckner, & Scheffler, 2017). Consequently nursing education programs will be unable to educate additional students without adequate faculty (Nardi & Gyurko, 2013). Innovative approaches to tackle the faculty shortage from both a “here and now” and a future perspective are needed (Nardi, & Gyurko, 2013).

A needs assessment conducted in Maryland, USA, from 2016-2017, explored issues related to the statewide shortage of clinical nursing faculty. Findings pointed to the lack of a single information source to learn about the educator role, paths to advanced degrees, and available educator positions as well as concerns about the educator image.

To address these outcomes, the Schools of Nursing at Salisbury University and University of Maryland collaborated in a multi-year project to develop a new web portal to provide a one-stop-shop for information about becoming a nurse educator, educational pathways, and types of educator positions. Most importantly, it features multiple interactive features to assist job seekers in finding educator positions across Maryland.

Users are able to create a profile unique to their needs. Aspiring educators can search for job openings at academic and clinical institutions across the state, and nurses who wish to advance their education can be connected to Maryland nursing programs all in one website. Nursing programs and healthcare organizations have the opportunity to promote their institutions as well as post job openings.

The purpose of this research was to evaluate various aspects of this newly developed web resource aimed at connecting aspiring educators with information and open positions.

Methods: After development of the website, the team prepared a beta test launch with review by a panel of aspiring educators. A 15 item online survey was developed to gather feedback on the quality and clarity of information provided on the website and to evaluate the value and ease of use of its features. Following approval by the University Committee on Human Research, prospective reviewers were asked to visit the LeadNursingForward.org website, explore its features, and follow a link to complete the survey.

Results: Data from a review panel of aspiring educators and nursing education program administrators (n = 22) were examined. Reviewers reported that the site was easy to navigate and its purpose was clear. They indicated that the information was useful and written in language that was easy to understand. They commented favorably on the visual appeal, use of photographs, maps, and icons, noting that the color scheme was inviting and encouraged them to explore further. Most importantly, they remarked that the
site was sorely needed to raise awareness about the nursing and nurse educator shortage and connect aspiring educators with available positions. Areas for improvement included the need to update several links that led to outdated information, to change the busy background on one page for enhanced readability, and to use a revised version of one partner’s logo.

**Conclusion:** This web resource is a highly effective mechanism to provide accurate information for individuals interested in becoming nurse educators. The site can serve as a model for others interested in expanding awareness of the need for nursing educators in academia and health care organizations to increase the number of new registered nurses and assure their successful transition to practice. Having a single information source can facilitate access to reliable information about how to become a nursing faculty member or nurse educator, publicize available positions within nursing education programs and healthcare organizations and ultimately contribute to the development of the next generation of nursing educators and professionals.

Since it takes one full-time faculty to produce six graduates per year who in turn provide $704,000 in annual health care services, creating a pipeline for nurse educators is a sensible investment (Kowalski & Kelly, 2013). Thinking globally, a new model for providing information, enhancing the image of nurse educators, and connecting aspiring nurse educators to open positions can add to the number of available nursing faculty and enhance “nursing’s capacity to meet global healthcare needs” (Nardi & Gyurko, 2013, p. 324).

**Title:**
LeadNursingForward.org: A One-Stop Web Resource to Address the Nursing Faculty Shortage

**Keywords:**
innovations addressing educator shortage, nurse educator shortage and nursing education

**References:**


**Abstract Summary:**
A needs assessment explored issues related to the nurse faculty shortage finding that a single information source to learn about the educator role, paths to advanced degrees, and available educator
positions was needed. A one-stop web portal was developed to provide accurate information and promote the image of nurse educators.

Content Outline:
I. Introduction - Overview of the nursing faculty/nursing educator shortage

1. The international picture – characteristics and statistics
2. Need for a web resource for information and communication

II. Website Features

1. Educational pathways to becoming a nurse educator
2. Career pathways
3. Resources
4. Image building
5. Personalized profiles

III. Project partners and roles

1. Schools of Nursing
2. Website developers
3. Advertising/marketing group

IV. Data collection from review panel

1. Website review
2. Online survey

V. Outcomes

1. Quality of information
2. Ease of navigation
3. Visual appeal
4. Utility

VI. Successes and challenges

1. Collaboration among partners has led to an extremely high quality product.
2. Ongoing communication through distance modalities works!
3. Regular reporting and reiteration of responsibilities reduces duplication in efforts.
4. Establishing a common vocabulary is essential.
5. Developing brand recognition takes time.

VII. Conclusion – A one-stop web resource is a highly effective strategy to provide information, and facilitate the education and development of the next generation of nurse educators.

1. Developing relationships among partners takes time and patience.
2. Budgetary support is essential to underwrite work of partners.
3. Use of a variety of communication methods improves likelihood of success.
4. Staff support is vital in providing ongoing connections.

First Primary Presenting Author

Primary Presenting Author
Lisa A. Seldomridge, PhD, RN, CNE
Salisbury University
School of Nursing
Professor of Nursing; Director of the Henson Medical Simulation Center
Salisbury MD
USA

**Author Summary:** Dr. Seldomridge has taught undergraduate and graduate nursing students for over 30 years. She is co-founder of the Eastern Shore Faculty Academy and Mentorship Initiative, a multi-faceted approach to prepare expert nurses as clinical faculty, now in its 6th year of operation. Dr. Seldomridge is co-PI for the Maryland Nurse Educator Career Portal grant, aimed at connecting aspiring nurses with resources needed to be successful in becoming nurse educators in academia or healthcare organizations.

Second Secondary Presenting Author
**Corresponding Secondary Presenting Author**
Judith M. Jarosinski, PhD, RN
Salisbury University
School of Nursing
Associate Professor
Salisbury MD
USA

**Author Summary:** Dr. Jarosinski, SU Associate Professor of Nursing, is co-director of LeadNursingForward.org a web based resource for aspiring nurse educators. She is co-PI of a project to train expert nurses as nursing faculty. Research interests include: simulation, women/mental health, nursing education/ faculty shortage. She is widely published on these subjects.

Third Author
Kaynabess R. Freda, EdD, RN, CMSRN
Salisbury University
School of Nursing
Assistant Professor
Salisbury MD
USA

**Author Summary:** Dr. Freda is an Assistant Professor of Nursing at Salisbury University. She is a Certified Medical Surgical Registered Nurse and received her Doctorate in Education from the University of Maryland Eastern Shore. Her current areas of research include simulation use, interprofessional collaboration amongst health care disciplines, implementing lactation services on university campuses, and writing preparation for nursing students. She currently serves as the Brand and Marketing Liaison for the Nurse Educator Career Portal Grant.

Fourth Author
Abigail Johnson, BA
Salisbury University
LeadNursingForward.org; School of Nursing
Administrative Support
SALISBURY MD
USA

**Author Summary:** Ms. Johnson has been instrumental in facilitating development of the website
available at LeadNursingForward.org She has assisted with logo and tagline development and beginning marketing efforts.