Implementing Our Preferred Future is the theme of AACN’s 2017 Spring Annual Meeting, to be held March 17-18, 2017 at the Fairmont Washington Hotel in Washington, DC.

The meeting will be highlighted by the presentation of the Geraldine “Polly” Bednash Lectureship Award to Dr. Joanne Disch from the School of Nursing at the University of Minnesota. Dr. Disch will be honored for her work to advance interdisciplinary education and collaborative practice.

Also to be honored at the Spring Meeting is Dr. Norma Martinez Rogers, who will receive the Nurse.com/Gannett Foundation Leadership Award for Diversity, Inclusion, and Sustainability in Nursing Education. Dr. Rogers is a clinical professor at the University of Texas Health Science Center at San Antonio School of Nursing. She has made outstanding, long-lasting contributions to increasing the number of diverse nurses and interprofessional health care providers, and has provided cultural competence programming to create inclusive learning and service environments.

On Saturday evening there will be an orientation and a networking forum for new members, new deans, and prospective members, as well as a social wine-and-cheese gathering for those participating in the New Dean Mentoring Program. Networking dinners will be organized as well.

An open session with AACN’s Board of Directors will take place on Sunday morning, March 19. That will be followed by Like-Schools Informal Discussions. The afternoon will kick off with a Welcome and Opening session on The Role of Nursing in Planetary Health by Dr. Ann Kurth of Yale University’s School of Nursing. Dr. Kurth will discuss the connections between human health and the health of the planet.

Monday’s agenda includes informal breakfast discussions and a presentation on preparing for Capitol Hill visits. The membership meeting also will take place, preceded by awards presentations, the Issues Forum, and like-school reports. In the afternoon, members will be able to make Capitol Hill visits to their representatives’ offices and attend a reception on the Hill.

In addition to the informal breakfast discussions on Tuesday morning, there will be two program sessions: the presentation of the Nurse.com/Gannett Lectureship Award to Dr. Martinez Rogers and the Closing Plenary on Healthcare in the New Millennium, presented by noted author and futurist Dr. Ian Morrison.

Executive Development Series

Preceding the Spring Annual Meeting will be the popular Executive Development Series (EDS), which is designed for new and aspiring leaders as well as for faculty members who wish to improve their leadership skills for a variety of positions within the academic setting. The EDS will be held March 17-18. This year’s theme is Legal Issues in Academic Nursing: Navigating the Perfect Storm.

Deadline for early registration is March 3. For registration and other information, visit AACN’s Web site: http://www.aacn.nche.edu/conferences.
AACN AND CNC ANNOUNCE CNL VISIONARY LEADER AND VANGUARD AWARDS

Dr. Elizabeth Murphy, Vice President and Chief Nursing Officer at Mercy Health Saint Mary’s, is the recipient of AACN's 2017 CNL Visionary Leader Award. The highest honor presented by AACN to practice leaders making significant contributions to advancing the Clinical Nurse Leader (CNL) initiative, this award will be given at the 2017 CNL Summit in Atlanta, GA on February 22.

Also at the CNL Summit, the CNL Vanguard Award—which recognizes the innovative work of CNL-certified nurses and CNL nurse educators—will be presented to Dr. Bonnie Haupt from South Texas VA Healthcare System and Dr. Tricia Thomas from Grand Valley State University.

“AACN is pleased to recognize Drs. Elizabeth Murphy, Bonnie Haupt, and Tricia Thomas for their contributions to transforming healthcare and nursing education by advancing the Clinical Nurse Leader role,” said AACN President and CEO Deborah Trautman, PhD, RN, FAAN. “AACN applauds the revolutionary work of these three leaders to integrate the CNL into the healthcare system, ensuring that patients benefit from the latest innovations in care delivery.”

First presented in 2010, the CNL Visionary Leader Award recognizes the longstanding and substantial accomplishments of an individual to the development, promotion, and integration of the CNL role in U.S. health care. These noteworthy accomplishments are underscored by an unremitting commitment to the education and advancement of the CNL role and to efforts that have helped to maximize and sustain the impact of the role. The CNL Vanguard Award was introduced in 2012 by AACN and the Commission on Nurse Certification (CNC) – the autonomous agency charged with overseeing the CNL certification process – to recognize the innovative and outstanding professional performance of a certified CNL on the frontlines of improving health care. First presented in 2015, the CNL Educator Vanguard Award distinguishes an academic leader for innovative and exemplary efforts to prepare highly qualified CNLs.

For more information on the award recipients, visit AACN's web site http://www.aacn.nche.edu/news/articles/2017/cnl-awards

REGISTER NOW FOR GANES CONFERENCE IN MIAMI

Plan now to attend the Global Alliance for Leadership in Nursing Education and Science (GANES) Conference, April 2-4, 2017 at the Miami Marriott Biscayne Bay, Miami, FL.

This year’s conference theme is Catalyzing Nursing Education and Scholarship for Global Health. Hear from international nursing leaders in education, research, administration, and practice as they share best practices in promoting nursing leadership globally. Two extraordinary plenary speakers will present: Dr. Betty Ferrell, Director and Professor of Nursing Research and Education, Associate Director of the City of Hope Comprehensive Cancer Center, and Principal Investigator of the End-of-Life Nursing Education Consortium (ELNEC), and Dr. Frances Hughes, Chief Executive Officer of the International Council of Nurses. You will not want to miss this opportunity to meet and network with nursing leaders from around the world. For more information about this conference, go to http://www.aacn.nche.edu/conferences/2017/GANES-2017-Flyer.pdf/
MEET AACN’s NEW PHD DISSERTATION AND DNP SCHOLARLY AWARD WINNERS

At the Doctoral Education Conference held in San Diego January 19-21, AACN’s Board of Directors recognized outstanding contributions of PhD and DNP students.

AACN’s Excellence in Advancing Nursing Science Award for an outstanding dissertation from a student in a PhD in nursing or DNS program was presented to Sarah Farabi, PhD, BSN, RN, from the University of Illinois at Chicago. Read more about Dr. Farabi and her study here.

Honorable mention went to Julie Valentine, PhD, RN, CNE, SANE-A, Duquesne University.

Dr. Farabi (center) is shown here with AACN President Deborah Trautman (left) and Board Chair Juliann Sebastian.

AACN’s Excellence in Advancing Nursing Practice Award for an outstanding final project from a student in a DNP program was presented to Erin Downey, DNP, MSN, MPA, BSN, RN from Duke University. Read more about Dr. Downey’s DNP Project here.

Honorable mentions went to Kirsten Johanson, DNP, MSN, APN, FNP-BC, Otterbein University and Linda Przybysz, DNP, BSN, RN, Rush University.

Dr. Downey (center) is shown here with AACN President Deborah Trautman (left) and Board Chair Juliann Sebastian.

Margaret Lewis, School of Nursing, Florida A&M University

AACN is mourning the passing of Dr. Margaret Lewis, former dean of the Florida A&M University (FAMU) School of Nursing. Dr. Lewis died on December 22. She served as dean of nursing at FAMU from 1982 until her retirement in 2003.

During her 37 years at FAMU, Dr. Lewis is credited with establishing the FAMU RN-BSN program for graduates of hospital-based and associate degree nursing programs. She also established a master’s program with a specialty in advanced adult/gerontological practice.

In 2007, the FAMU School of Allied Health Sciences Building was named in honor of Lewis and Jacqueline B. Beck, founding dean of the School of Allied Health Sciences.

“She exuded knowledge and confidence,” said Dr. Cynthia Hughes Harris, dean of FAMU’s School of Allied Health Sciences. “We became friends very quickly. She was a great mentor and helped me to grow at Florida A&M University. She was a woman of class, grace, knowledge, and savvy.”

Dr. Lewis began her career in 1958 as a staff nurse at the former Florida A&M University Hospital. In 1959, she began teaching at the nursing school and became an associate professor. She earned her master’s degree from Ohio State University in 1968 and a doctoral degree from Florida State University in 1977. Prior to becoming dean of the nursing school, Dr. Lewis was an associate professor and director of the division of Nursing at Winston-Salem State University in North Carolina.
David Benton is the Chief Executive Officer of the National Council of State Boards of Nursing. Dr. Benton assumed the CEO role one year ago. Previously, he was CEO of the International Council of Nurses.

Dr. Benton has held senior leadership roles for more than 25 years across a range of organizations including working as executive director of nursing at a health authority in London; as a senior civil servant in Northern and Yorkshire Region in England; as chief executive of a nurse regulatory body in Scotland; and as nurse director of a University Trust Health System. He holds a PhD from the University of Complutense in Madrid, Spain. His area of research was an international comparative analysis of the regulation of nursing practice.

Among Dr. Benton’s awards and honors are the inaugural Nursing Standard Leadership Award in 1993 and the Fellowship of the Florence Nightingale Foundation in 2001. He was awarded Fellowship of the Royal College of Nursing in 2003 for his contribution to health and nursing policy.

1) Is this your first experience working in the United States? How has life changed for you now that you live here after living and working in the United Kingdom?

Yes, this is the first time that I have worked in the United States full-time. Although I have visited the United States on several occasions to undertake advanced education through international travel scholarships. These studies have looked at issues of how research active environments can support quality of care and how nurses can influence within state federal structures. Additionally, I’ve worked with the Pan-American Health Organization as a technical consultant supporting a number of countries in South America and the Caribbean to review and revise their nursing legislation.

Immediately prior to coming to NCSBN, I worked for the international Council of Nurses (ICN) in Switzerland, so it is quite some time since I lived and worked in the United Kingdom. During the 10 years that I worked for ICN, I visited over 100 countries, and the one thing that became increasingly clear is that whether you are living and working in the United States or in any of the other countries around the world many of the issues that nurses face are very similar.

The resources that they have to address these issues can vary considerably but in essence issues of scope of practice; access to continuing education; the increased need for evidence-based practice; and the profession’s ability to shape governmental policy are common across the world. So I guess, things have not changed that much. What has changed, however, is an increasing recognition at the highest levels of inter-governmental policy that the need for nurses to actively contribute to the design of contemporary health systems is an essential component of providing health services into the future.

2) What attracted you to the position of CEO at NCSBN?

NCSBN has a reputation for promoting excellence in regulatory practice. It has led the way in evidence-based regulation through the establishment of the Journal of Nursing Regulation, its investment in regulatory research, and a series of internally conducted studies that have become the benchmark for much-needed information on how to effectively and efficiently pursue public safety. Having completed my own PhD studies looking at an international comparative analysis of nursing regulation, and having had an interest and passion for regulation over the past 25 years, the chief executive officer position at NCSBN is simply my dream job. It provides an opportunity to ask and address some very fundamental questions. We are living an era where our regulatory model is rooted in the industrial age yet we are practicing in a digital society and accordingly a new regulatory model that embraces all that technology offers is needed if nursing is to truly fulfill its potential in providing safe and effective practice to the people we serve.

3) What surprised you the most in your first year as NCSBN’s CEO?

I spent the first few months getting to know my team, and I must admit that they have fully fulfilled my expectations. They are a committed, enthusiastic, and talented group of people who place professional regulation at the heart of all that they do. Next, I reached out to the sister organizations that occupy the nursing professional landscape. I knew from discussion with various colleagues that there were many organizations out there and, unfortunately, they seem unable to work in a fully concerted way. Each has their own agenda and this is problematic. While we know that we are by far the largest health profession in the country with over 4.5 million nurses, we fail to realize our true potential by acting in concert. This is important for the United States but equally important globally as the United States have more nurses than any other country, and if this potential could be tapped, our voices could have a profound

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impact nationally and internationally. To release this potential requires leaders to work together for the betterment of all. From a regulatory perspective our structure in the United States provides a unique opportunity to identify best practices. We can compare and contrast what is happening across our states so as to identify what works, what needs to change, and how to fix it. But this is not simply a regulators agenda; it is an agenda for all nursing leadership. Educators, researchers, those working in service delivery, those in policy positions, and those that are working with funding agencies need to develop and share a vision of how efficient, effective, safe, and sustainable practice can be delivered to all. To achieve this requires us to set aside old competitive behaviors and replace them with new collaborative approaches where our individual agendas are embedded in a much larger and coherent vision for the future.

4) How does the regulation of nursing programs here compare with the UK?

That is a tricky question because nursing programs regulations vary slightly in each state. If, however, I stick to the major issues then there are a great number of similarities as well as a number of differences. The quality of nursing programs is not determined either in the United States or in the UK by a single entity; it requires the triangulation of efforts by a number of important organizations. These organizations include the regulator, higher education quality assurance organizations, specialist or discipline specific entities, and also organizations that ensure the quality in clinical practice. The differences and the similarities between the US and the UK are not in terms of the entities themselves but rather the emphasis that is placed on their role and the power that they can exercise in the approval of nursing programs. Some of these differences are quite fundamental, as the emphasis between theory and practice does differ significantly between the US and the UK. All UK programs require the student to undertake a minimum of 2,300 clinical hours. These hours are supervised and mentored by a combination of faculty and frontline clinical staff. Because of this emphasis on the importance of clinical placements, the accreditation processes require service and education to work very closely together. This is probably the biggest difference between nursing programs here in the United States and those in the United Kingdom.

5) As the former CEO of the International Council of Nurses (ICN), why should nurses in the US engage with ICN?

Today we are living in a global village and, as a result, when things happen in one part of the world they very quickly have an impact on what we are doing in our educational practice. It is therefore essential that nurses have strong relationships with their colleagues in other parts of the world. This will alert them to new developments, challenges, and potential solutions that can help us improve and enhance the work that we do day-to-day. ICN established a number of networks that enable individual nurses, educators, regulators, and researchers to work together. These networks provide a mechanism for communication and collaboration. This is one example of how US nurses can benefit from engagement with ICN.

6) What is your assessment of nursing education in the US compared to the rest of the world?

Nursing education in the United States is a bit like the curate’s egg – excellent in parts! Nurse education like many other domains in the United States is highly competitive and as a result we see significant variation. Even within a single institution there can be variation, and until recently, few attempts have been made to align rewards towards excellence in teaching. The United States like many other countries is now realizing that teaching excellence is as important as research, consultancy, and other endeavors. The United States benefits from the fact that nurse education has been located in institutes of higher learning for many years yet when these transfers took place we often neglected to invest in our leaders and equip them with the necessary skills to work in what was and remains a different political and policy context. Effective nurse education leaders need the policy and political skills to influence within a highly competitive university and higher education environment. These skills do not come by osmosis, and I am glad to see that AACN is playing its full part to address this issue.

7) What do you see as the main issues facing you now as CEO?

With a new administration there are always new opportunities and challenges. The first six months of 2017 will be a period of learning. Getting to know the new leadership, understanding their priorities, and looking at how modernized regulation can fit with the new agendas. Looking at the nominees for the various positions, it is clear that efficiency, effectiveness, and sustainability will play an important role in how we move forward. Our investment in research over the past decade will stand us in good stead as will our recent work on developing a vision for regulation 2030. The regulation 2030 work has given us new insights into how regulation locally, nationally, and internationally needs to change in order to support the multi-dimensional, complex, dynamic, and technological challenges that

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healthcare delivery now faces.

8) What goals do you have in mind as you move forward with NCSBN?

Last year we worked with our membership to identify four major strategic initiatives that will guide the work that we will be doing over the next three years. In short the initiatives are to:

- Envision and refine regulatory systems for increased relevance and responsiveness to changes in health care;
- Champion regulatory solutions to address borderless healthcare delivery;
- Expand the active engagement and leadership potential of all members; and
- Pioneer competency assessments to support the future of health care and the advancement of regulatory excellence.

The strategic initiatives are inextricably linked to our vision of advancing regulatory excellence worldwide and build upon our mission and core values. The link between vision, mission, core values, and strategic initiatives is important and has been captured through the use of a short animation that can be found at https://www.ncsbn.org/9887.htm.

9) How can nurse educators and students help to advance NCSBN’s priorities?

There are many opportunities but let me frame my point in general terms, then focus on two specific examples of how educators and students can play their full part. Regulation is important to us all as it defines who we are as a profession and how we deliver services to those we serve. It is therefore essential that we work together. We must inform the evolution of regulation by ensuring that it supports contemporary health delivery models. Specifically, we need to acknowledge that we are far more mobile, as well as living and working in a digital society, than we were when regulatory systems were first developed at the turn of the 19th century. The nurse licensure compact is an essential tool and nurse educators and students can join us along with employers, the public, and other enlightened groups in advocating for its full implementation across all US jurisdictions. The compact supports modern nursing practice, it facilitates the delivery of distance-based education, reduces costs for the individual nurse, and provides mechanisms for increasing public safety. Second, we must make progress with advanced practice. We need to remove the unnecessary barriers to delivering evidence-based services. With these barriers removed, increased access to high quality cost-effective services can be secured. If the new administration wishes to replace the Affordable Care Act then this cannot be done without advancing nursing practice. We all must work on this and for those that stand in our way, they need to be recognized as self-serving luddites.

10) What are the biggest challenges facing professional nursing today?

Perhaps the biggest challenge is the lack of collaboration within our own profession. If we can harness our collective voice, focus our efforts, and respond rapidly to the opportunities that a changing policy agenda offers, then there is nothing that we cannot achieve. The changing population demographics that we face in the United States and in many other countries around the world are a challenge for government but an opportunity for our profession. Together we can achieve so much more. Students are our investment for the future, educators are the engine and creative force that we will realize tomorrow, and regulators provide the framework for change. These are the opportunities that we must pursue if the challenges of tomorrow are to be met.
SUSAN BINDON RECEIVES AACN EXCELLENCE AND INNOVATION IN TEACHING AWARD

At the Doctoral Education Conference in San Diego, Dr. Susan L. Bindon, Assistant Professor in the Institute for Educators at the University of Maryland School of Nursing, received the AACN Excellence and Innovation in Teaching Award, which recognizes excellence and innovation in the teaching of nursing at AACN member schools by faculty with more than five years of teaching experience.

Dr. Bindon has broad experience as a direct care nurse, clinical instructor, clinical nurse specialist, hospital-based educator, and director of education. She maintains a faculty practice as an education consultant at the University of Maryland Medical Center, and is co-editor of the Journal for Nurses in Professional Development. She is pictured here (center) with AACN President Deborah Trautman and Board Chair Juliann Sebastian.
We are seeking diverse faculty who have a record of research and scholarship and a commitment to students and to improving health care. Qualifications for assistant, associate and professor positions include earned doctorate in Nursing or a related field. Applicants with a degree in nursing must be eligible for an RN license in Ohio. Applications are being accepted for faculty at the professor and associate and assistant professor levels. Doctoral preparation, research and sustained scholarly productivity, teaching experience and evidence of leadership in contribution to the profession are necessary.

Apply with a letter of interest and curriculum vitae to:

Mary E. Kerr, PhD, RN, FAAN, Dean
Frances Payne Bolton School of Nursing
CASE WESTERN RESERVE UNIVERSITY
10900 Euclid Avenue, Cleveland, OH 44106-4904
Phone: (216) 368-2545,
Fax: (216) 368-5050
E-mail: mtr2@case.edu

In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity. Men, veterans, members of underrepresented minority groups, and individuals with disabilities are encouraged to apply.

John Wymer Distinguished Professorship

Florida Atlantic University seeks a candidate for the John Wymer Distinguished Professorship, a joint position between the Christine E. Lynn College of Nursing and the Institute for Healthy Aging and Lifespan Studies. The Institute, designed to create new knowledge that benefits the aging population, has been designated by the university as a priority research area. This joint appointment will facilitate interdisciplinary collaboration to develop innovative research with older adults.

The John Wymer Distinguished Professor will also engage with the Louis and Anne Green Memory & Wellness Center, a unique and integral component of the College of Nursing, grounded in the College’s philosophy of caring. The Center conducts research on best practices in care for persons with memory disorders and their caregivers.

Applicants will be passionate about nursing, and thrive in a creative, collaborative and caring work environment. The candidate will have a doctorate in nursing or related field; be a gerontological nurse researcher, ideally with a focus on health promotion and/or health disparities in older adults; be eligible for RN licensure in the state of Florida; and have an established program of research with current R01 funding. Interested applicants can apply online for position #991294 at https://jobs.fau.edu. Florida Atlantic University Christine E. Lynn College of Nursing 777 Glades Rd., Boca Raton FL 33431-0991

Florida Atlantic University is an Equal Opportunity/Equal Access institution in the provision of its education and employment programs and services. Persons from diverse backgrounds are encouraged to apply. All applications submitted for employment are public records except as exempted under 119.07, Florida Statutes. Individuals with disabilities requiring accommodation, please call 561-297-3057. TTY/TDD 1-800-955-8771.

FLORIDA ATLANTIC UNIVERSITY

John Wymer Distinguished Professorship

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collaboratively with the course coordinators. The Assistant Dean will be closely involved with the operations of the program, including scheduling, teaching assignments, faculty and students issues, student and faculty recruitment, program evaluation and resource management. Faculty development and quality improvement related to the undergraduate program will be the responsibility of the Assistant Dean in collaboration with the Associate Dean and the faculty. The Assistant Dean will represent the College of Nursing in University, community and professional groups and advocate for the program. This is a twelve-month, fixed-term appointment with effort distributed across administration, teaching and scholarship.

To apply, please access the University Human Resources website at https://jobs.msu.edu, posting #4393. Address letter of interest, curriculum vitae and three references to: College of Nursing Dean's Office.

MSU is an affirmative-action, equal-opportunity employer.

NORWICH UNIVERSITY

Assistant Professor of Nursing

The School of Nursing at Norwich University invites applications for a full-time tenure-track appointment at the rank of Assistant Professor. A dynamic and growing program, the University is seeking to add faculty who are committed to excellence in teaching, scholarship and service with a specialization preferred in pediatrics and/or mental health nursing.

Teaching assignments include undergraduate courses in the classroom, online instruction and oversight in clinical settings. Faculty members are expected to pursue research and scholarly activity in their area of clinical specialization. Additional responsibilities include advising students, curriculum development, program assessment, and university service.

Norwich University and the School of Nursing are committed to innovation in nursing education. Supported by state of the art simulation laboratories, smart classrooms and learning laboratories, the School provides an environment that offers many opportunities for faculty to grow professionally. Clinical affiliations at the Dartmouth Hitchcock Medical Center, the University of Vermont Medical Center, and several community hospitals enable faculty and students access to excellent clinical resources. University-wide faculty development resources foster interdisciplinary projects and individual professional growth.

The Nursing program employs innovative teaching resources that include a 9-bed clinical simulation hospital ward, a pediatric simulation center with a baby, toddler and child; one high-fidelity man/woman simulator and a 6-table physical examination center. We have also recently added a maternity simulator.

Requirements: Experience in nursing practice, strong clinical skills, and eligibility for a valid Vermont nursing license are required. Candidates holding doctoral degrees and/or with prior teaching and publishing in Nursing is desired. Nursing faculty for the tenure track are not required to hold doctoral degrees the time of hire, but must be enrolled and substantially progressing in doctoral study for consideration. Completion of the Ph.D. or D.N.P. is required to be eligible for promotion and tenure. All candidates must be authorized to work for any U.S. employer. A post offer, pre-employment background check will be required of the successful candidate. Please submit a letter of interest; curriculum vitae; a statement of professional, pedagogical and research interests; three references; and a Norwich application: https://norwich.interviewexchange.com.

Norwich University is an Equal Opportunity Employer.

PACE UNIVERSITY

Faculty Tenure Track Positions 2016-2017
Pleasantville, New York (Westchester County) and New York, New York

Pace University’s Lienhard School of Nursing in the College of Health Professions seeks multiple Full-time Tenure Track Faculty Members to join our faculty at the Pleasantville (Westchester County) and New York City campuses.

About us: The College of Health Professions was established in 2010 in an effort to showcase and expand health professions majors at Pace University. The College is made up of the Lienhard School of Nursing, the Pace University-Lenox Hill Hospital Physician Assistant Studies Department, and the Department of Health Studies (which includes the Communication Sciences and Disorders program along with the Bachelor of Science in Health Science. Additional programs in health studies are currently in development).

Our vision is to be recognized for our innovative leadership in education, practice, scholarship, and service to improve health and the health professions. Our mission is to educate and challenge diverse students for the health professions to be leaders, innovators and lifelong learners who will positively impact local, national, and global health. For more information, please visit www.pace.edu/chp and www.pace.edu/lienhard.

Pace University is an exceptional setting for prospective faculty members seeking a collegial work environment, a focused teaching practice, and excellent scholarship support in New York.

We provide unparalleled support in the form of:
- Scholarship support and opportunities, including conference support and consultants
- Released time to work on scholarship
- Faculty mentoring in teaching and scholarship
- Graduate assistants for research and teaching
- Competitive compensation package

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Experience:
We seek four new tenure track faculty members to teach in our undergraduate nursing department. Candidates should have expertise caring for the following populations:
1. Women’s Health, Obstetrical and Neonatal Nursing
2. Gerontological Nursing
3. Behavioral Health Nursing
4. Adult Health Nursing
We seek one new tenure track faculty member to teach in our graduate nursing department.

Primary teaching responsibility will be in our Family Nurse Practitioner (FNP) program. Candidates must have a PhD (or related research doctorate), National certification as a FNP, graduate teaching experience, and evidence of commitment to scholarly development.

Our ideal candidates for all positions:
• Will be expected to contribute to research through publications and extramural funding.
• Will share a deep commitment to effective teaching, develop innovative courses, and mentor students.
• Will have a strong commitment to diversity, equity, and inclusiveness and actively promote diversity.
• Will be expected to engage in professional service within the University and beyond.

Recommended Experience: All candidates must have a PhD, EdD, or other research doctorate(s). The ideal candidates will have:
• A minimum of three (3) years teaching and current clinical experience (Academic rank and salary is commensurate with educational preparation and experience).
• An active program of research, and a track record of publications and grant activity
• A background in evidence-based practice and cultural competence

How to apply: E-mail cover letter and CV to nurseeducatorjobs@pace.edu. Application reviews will continue until the positions are filled.

OPPORTUNITIES continued from page 8

Experience:
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• An active program of research, and a track record of publications and grant activity
• A background in evidence-based practice and cultural competence

How to apply: E-mail cover letter and CV to nurseeducatorjobs@pace.edu. Application reviews will continue until the positions are filled.

PURDUE UNIVERSITY

Assistant/Associate Professor of Nursing

Qualifications: The School of Nursing in the College of Health and Human Sciences (HHS) invites applicants for an academic year tenure-track faculty position beginning in the Fall of 2017. The faculty member will be expected to conduct research and teach courses that enhance or complement the School’s priority areas of health systems and quality improvement, health promotion, or gerontological nursing and long-term care. There will be rich opportunities for research collaboration with the Regenstrief Center for Healthcare Engineering (http://www.purdue.edu/rcche), Center on Aging and the Life Course (http://www.purdue.edu/aging), the nurse-managed community health centers affiliated with the School (https://www.purdue.edu/hhs/nur/centers-clinics/), and eight other units of HHS (http://www.purdue.edu/hhs).

Requirements: Applicants should have a PhD in nursing or a related field. The degree must be in hand by the start date. A strong publication record, and either demonstrated (Associate Professor) or potential (Assistant Professor) to obtain external research funding is required.

Applications: Applicants should submit: curriculum vitae; description of research and teaching goals/interests; and names and contact information for three references. Send in electronic form to: Greg Arling, PhD, Search Committee Chair, School of Nursing, Purdue University (garling@purdue.edu). Application review will begin February 1, 2017, and continue until the position is filled. A background check will be required for employment in this position.

Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities and veterans are encouraged to apply

SAN JOSE STATE UNIVERSITY

The Valley Foundation School of Nursing: Assistant Professor or Associate Professor (Tenure-track), 2 positions

1. MENTAL HEALTH/PSYCHIATRIC NURSING (JOID# 23914)
2. MEDICAL-SURGICAL NURSING (JOID# 23913)

REQUIRED: A Doctorate in nursing (PhD, DNSc, DNP) or a related field (e.g., EdD, etc.) is required by start of appointment. A Baccalaureate or higher degree in nursing with a Master’s degree which includes coursework in nursing, nursing education, or administration with a (1) Mental Health/Psychiatric Nursing or (2) Medical-Surgical Nursing focus. Current physical and psychosocial assessment skills. Possession of, or eligibility for, RN licensure in California. Both positions require a minimum of 1 year recent experience (within 5 years) in (1) Mental Health/Psychiatric Nursing or (2) Medical-Surgical Nursing providing direct patient care. Clinical teaching applies toward direct patient care. One year of teaching experience in a registered nurse education program. Excellent written and oral communication skills, as well as the ability to work well with teams. Applicants should demonstrate awareness of and sensitivity to educational goals of a multicultural population as might have been gained in cross-cultural study, training, teaching, and other comparable experience.

Full position announcements and instructions for applying are available at http://www.sjsu.edu/facultyaffairs/unit3/tenuretrack/Employment/index.html

SJSU is an Equal Opportunity/Affirmative Action employer committed to the core values of inclusion, civility, and respect for each individual. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position.

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The UCLA School of Nursing is seeking a visionary nurse scientist to enhance and promote innovative research and the highest standards of scholarly excellence.

The UCLA School of Nursing invites applicants for the position of Associate Dean for Research and Endowed Chair in the UCLA School of Nursing. This is a full-time position with 50 percent effort as Associate Dean of Research and the remaining 50 percent effort at the Associate or Full Professor rank expected to engage in teaching, research, and university and public service.

The Associate Dean reports to the Dean of the School of Nursing and is responsible for the strategic direction of the School's research enterprise. As a member of the School of Nursing leadership team, the Associate Dean for Research will be expected to represent the School's research interests within the UCLA Health System and with the other UCLA Health Sciences schools, including the Schools of Medicine, Dentistry, and Public Health. In addition, the Associate Dean for Research will liaison with colleagues from other schools and departments across the UCLA campus, with campus Centers of Excellence, and other campus research centers. Finally, the Associate Dean for Research will represent the School of Nursing at research venues in the Los Angeles area, as well as nationally and internationally.

**Requirements:** Candidates must have 1) an earned doctoral degree, 2) academic credentials and leadership skills to qualify for associate or full professor rank in the Ladder Rank Professorial series, and 3) a meritorious program of funded research consistent with the awarding of an Endowed Chair. Candidates should be creative nurse scientists with a current, focused research program that advances nursing science and is congruent with the mission of the School. Candidates must demonstrate a history of successful research mentorship of diverse faculty and students. In addition, candidates must have a distinguished personal record of funded research, and have current research funding from the National Institutes of Health (or similar external funding agencies). She/he should have an excellent understanding of federal and foundation funding opportunities, and be able to implement translational research between nursing and other disciplines. Also required is experience in: 1) directing research-focused programs and centers; 2) coordinating and facilitating team science and faculty research collaborations; 3) managing information technology resources and services to support research development; and 4) coordinating diverse human and other research resources to support the development, submission and conduct of scientific studies and dissemination of results.

The School of Nursing at The University of California, Los Angeles (UCLA) was established in 1949 and has been recognized for 67 years of excellence in nursing education, research and service. The UCLA School of Nursing has been consistently ranked in the top ten Schools of Nursing in the United States. The UCLA School of Nursing is committed to scholarship in the service of improving health, wellness, and quality of life throughout the lifespan through the blending of the disciplines of nursing, medicine, public health, statistics, epidemiology, physiological sciences, and the basic sciences.

The School of Nursing has four Centers of Excellence: The Center for Vulnerable Populations Research, Tobacco Free Nurses, The Center for American Indian and Indigenous Research & Education, and the Center for the Advancement of Gerontological Science. Our nurse-managed primary care clinic, the UCLA School of Nursing Health Center at the Union Rescue Mission, provides care for homeless men, women, and children. Collaborative research and practice relationships exist with the Department of Nursing of the highly acclaimed UCLA Healthcare System, which includes: Ronald Reagan UCLA Medical Center; UCLA Medical Center, Santa Monica; Resnick Neuropsychiatric Hospital; and Mattel Children's Hospital UCLA.

Active UCLA-based research partners include: 1) the Clinical and Translational Science Institute (CTSI), which hosts four Clinical and Translational Research Centers ( Cedars Sinai; Charles Drew University; Los Angeles Biomedical Research Institute at Harbor-UCLA Medical Center; and UCLA); 2) the Center for Health Improvement of Minority Elderly (CHIME), which is a Resource Center for Minority Aging Research (RCMAR) Center; 3) the Mary S. Easton Center for Alzheimer’s Disease Research; 4) the UCLA Cousins Center for Psychoneuroimmunology, and 5) the UCLA Institute of American Culture.

The University of California is an Equal Opportunity/Affirmative Action Employer. The School of Nursing welcomes and encourages diversity and seeks applications and nominations from individuals of diverse backgrounds, including race, ethnicity, and gender. Individuals with a history of mentoring students from under-represented groups and those with a commitment to supporting diversity and equal opportunity in education, research and creative activity are invited to apply. The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applications will receive consideration for employment without regard to race, color, religion, sex, national origin, sexual orientation, gender identity, disability, age or protected veteran status.

Please apply online at: https://recruit.apo.ucla.edu/apply/JPF02758

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**THE UNIVERSITY OF PIKESVILLE**

The University of Pikeville (UPIKE), the leading university in Central Appalachia, seeks a Dean for the Elizabeth Akers Elliot School of Nursing. The Dean of the Elliott School of Nursing will report directly to the Provost. The position is a twelve-month administrative appointment. The Dean will provide strategic leadership and vision for the nursing programs and will foster a high-quality environment of academic teaching, service, and scholarship to strengthen partnerships within and outside the community.

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opportunities continued from page 10

The University of Tennessee Knoxville, College of Nursing is seeking three tenured/tenure track positions: Assistant, Associate, or Full Professor.

As the state’s flagship school, the University of Tennessee Knoxville offers a research-intensive environment for inter-professional collaboration, with state-of-the-art technology and research resources. Located near the Great Smoky Mountains and numerous lakes, Knoxville offers abundant recreational attractions, cultural attractions such as opera and symphony, low cost of living and high quality residential neighborhoods. Please visit our website: https://nursing.utk.edu/wva/Pages/JobOpportunities.aspx.

Interested applicants may send a cover letter, curriculum vitae and three letters of reference to: Dr. Victoria Niederhauser, Dean & Professor, The University of Tennessee, College of Nursing, 1200 Volunteer Blvd., Knoxville, TN 37996-4180. E-mail: vniederh@utk.edu.

UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Assistant Professor and Coordinator of the Doctor of Nursing Practice: Nursing Administration (DNP:NA) Concentration

The School of Nursing at the University of Tennessee at Chattanooga (UTC) seeks a full time 12 month faculty member for a tenure earning position. The School of Nursing offers the BSN, MSN and DNP degree in nursing and embraces the shared governance model as well as Boyer’s Model of scholarship.

This individual should have demonstrated academic leadership capabilities and a desire to grow the program in innovative and creative ways.

Responsibilities:
• Serve as the Coordinator for the Doctor of Nursing Practice: Nursing Administration Concentration
• Develop, teach, and maintain the DNP:NA curriculum
• Oversee the development of new courses as needed in collaboration with DNP concentration faculty
• Advise DNP:NA students regarding progression and graduation
• Oversee the CCNE accreditation and NCSBN requirements
• Manage enrollment and actively engage in recruitment efforts
• Participate in the School of Nursing, university service and/or professional service
• Assist in monitoring and supporting learner success and collaborate with curriculum development and revisions

Qualifications:
• Must hold current licensure as an RN in the state of Tennessee.
• Master’s degree in nursing and doctorate in nursing or related field required
• Experience in nursing administration is required
• Academic teaching experience especially using an online format preferred

Application Process:
• Attach a letter of interest, a current curriculum vita, copies of transcripts and a statement of teaching philosophy to your application.
• Inquiries may be made to Dr. Christine Smith via telephone at (423) 425-5766.
• Application review begins immediately and continues until the position if filled. Transcripts for all post-secondary academic work and three letters of professional reference are subject to be requested of all applicants during the screening process.

The University of Tennessee Chattanooga is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA. All qualified applicants will receive equal consideration for employment and will not be discriminated against on the basis of race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or protected veteran status.

VANDERBILT UNIVERSITY

Vanderbilt University School of Nursing (VUSN) invites applications for a full-time faculty position in the Master of Science in Nursing program.

These positions are a 12-month non-tenure appointment at the title/rank of Assistant Professor or higher. Scholarship related to advanced practice is expected. Clinical Practice opportunities are available.

Faculty Openings in the following specialties:
• Psychiatric-Mental Health Nurse Practitioner (Lifespan)

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• Nurse-Midwifery
• Pre-licensure with Adult Medical-Surgical content expertise

Ranked 13th in 2016 by US News and World Report for schools of nursing VUSN is a leader in education, research/scholarship, and practice. There is an exceptional Informatics Program that provides support for faculty and students. A Clinical Scholarship Program supports the non-tenured faculty in their scholarly practice investigation activities. The MSN program is the largest with approximately 700 enrolled students. A Doctorate in Nursing Practice (DNP) and a PhD are additional programs offered at the school. Our programs draw students from across the country and offers multiple entry routes. Once students are in the specialty coursework, the curriculum is primarily taught in concentrated face-to-face sessions blended with on-line learning activities between sessions which provides maximum flexibility for students. Specific teaching responsibilities include student clinical evaluations, academic advising, and teaching in didactic, seminar, and laboratory settings.

Qualifications:
• A doctorate in nursing or related field
• National board certification
• An unencumbered license as a registered nurse and advanced practice nurse in Tennessee or eligibility to obtain licensure in Tennessee
• A commitment to working with diverse populations
• Three years high-quality formal teaching experience in an advanced practice program preferred
• Substantive advanced practice clinical experience with five years preferred in area of teaching

Apply at http://www.nursing.vanderbilt.edu/facultystaff/employopp.html

Inquiries are confidential.

Vanderbilt University is an equal opportunity, affirmative action employer

WINONA STATE UNIVERSITY

The Nursing Graduate Program at Winona State University-Rochester invites applications for the following faculty positions:

Assistant Professor of Adult-Gerontology Acute Care Nurse Practitioner (Probationary/Tenure-Track)

Assistant Professor of Psychiatric-Mental Health Nurse (PMHNP) Practitioner (Fixed-Term Appointment) Appointment.

Both positions have an anticipated start date of May 6, 2017.

For complete job descriptions and information on applying for these position, please go to www.governmentjobs.com/careers/winona. Review of applications begins immediately.

WSU is a member of the Minnesota State Colleges and Universities and is an equal opportunity educator and employer.
Samuel Merritt University (SMU), located in Oakland, California, has been educating health science practitioners who are committed to making a positive difference in diverse communities since 1909. Nearly 1,500 students are enrolled at SMU, with campuses in Oakland, Sacramento, and the San Francisco Peninsula. The University offers an undergraduate degree in nursing; master's degrees in nursing, occupational therapy, and physician assistant; and doctoral degrees in nursing, physical therapy and podiatric medicine.

Samuel Merritt University welcomes applications from highly-motivated individuals for several exciting opportunities within the School of Nursing. Please visit the appropriate links below to review the job announcement and submit your online application.

Chairperson, BSN Program, Oakland - https://sutterhealth.taleo.net/careersection/sh/jobdetail.ftl?job=smu-1604133
Program Director, ELMSN Program, Oakland - https://sutterhealth.taleo.net/careersection/sh/jobdetail.ftl?job=smu-1529530
Managing Director, Sacramento - https://sutterhealth.taleo.net/careersection/sh/jobdetail.ftl?job=smu-1628131
Managing Director, SF Peninsula - https://sutterhealth.taleo.net/careersection/sh/jobdetail.ftl?job=smu-1623659
Associate Managing Director, SF Peninsula - https://sutterhealth.taleo.net/careersection/sh/jobdetail.ftl?job=smu-1623666

In addition to these full-time opportunities, SMU has an ongoing application acceptance period for adjunct candidates with practice experience in the following areas: medical surgical, maternity, pediatrics, mental health, critical care, and community health. To apply, please send letter of interest and CV to the Human Resources Recruiter at rwallace@samuelmerritt.edu or call (510) 869-6511 x5757.

Thank you for your interest in Samuel Merritt University!

The University has an institution-wide commitment to diversity, equity and inclusion. We strive to build a welcoming and supportive campus environment, and acknowledge that diversity is an educational imperative to achieve excellence.

Samuel Merritt University  ■  3100 Telegraph Avenue  ■  Oakland  ■  CA  ■  94609

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- Graduate & post-master's certificates in a variety of specializations:
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  - Family Nurse Practitioner
  - Psychiatric-Mental Health Nurse Practitioner

*For more information, visit monmouth.edu/GE.

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