Dr. Juliann Sebastian Elected as Chair of the AACN Board of Directors

Juliann G. Sebastian, PhD, RN, FAAN, dean and professor of the University of Nebraska Medical Center College of Nursing, is the new Chair of the AACN Board of Directors. Dr. Sebastian began her two-year term as the association’s highest elected official at the close of AACN’s 2016 Spring Business Meeting, held March 21 in Washington, DC. She had served on the Board as Chair-Elect the past two years.

“As the voice for academic nursing, AACN is committed to using collaboration, innovation, and strategic action to improve both health and health care,” said Dr. Sebastian. “I believe that AACN is extremely well-positioned to expand its impact as a catalyst for excellence and innovation, and I am honored to have the opportunity to lead the organization during this pivotal point in its history.”

Dr. Sebastian has served in her current role at the University of Nebraska Medical Center since 2011. Prior to this appointment, she was dean of the College of Nursing at the University of Missouri-St. Louis (2006-2011) and held several leadership positions at the University of Kentucky (UK), including assistant dean for advanced practice nursing and co-director of the Doctor of Nursing Practice program. Dr. Sebastian earned her bachelor’s and master’s degrees in nursing from the UK College of Nursing and her doctorate in business administration from UK’s College of Business and Economics.

Her areas of expertise include the organization of care delivery systems (particularly care for underserved populations), academic nursing practice and nurse-managed centers, and Doctor of Nursing Practice program curricula. She has presented widely at national and international conferences on these topics and has had numerous papers, book chapters, abstracts, and three books related to community nursing published.

Dr. Sebastian’s long-time service on the AACN Board includes the role of chairing the Task Force on the Master’s Essential Tool Kit, serving as the Board’s liaison to the Task Force on the Essentials of Master’s Education in Nursing, and serving as a member of the Task Force on the Essentials of Nursing Education for the Doctor of Nursing Practice.

In addition to her AACN service, Dr. Sebastian was inducted as a fellow of the American Academy of Nursing in 1999. She served as vice president of Sigma Theta Tau International, the Honor Society of Nursing, from 1995-1997 and as Board Chair of its foundation from 1997-2001. She was selected to be in the inaugural cohort (1998-2001) of the Robert Wood Johnson Foundation’s prestigious Executive Nurse Fellowship program where she focused her fellowship work on academic nursing practice and systems change. She currently serves as Chair of the Board for the Global Alliance for Leadership in Nursing Education and Scholarship (GANES).

“As AACN Board Chair, I am looking forward to fostering a culture of collaboration with our colleagues in practice, policy, and the other health professions to better position academic nursing to address the challenges we face in ensuring quality and safety, promoting excellence in care delivery, ensuring access and cost effectiveness, and improving...
Benjamin Reese Opens AACN Spring Annual Meeting

Dr. Benjamin Reese (president, National Association of Diversity Officers in Higher Education, and vice president and chief diversity officer, Office for Institutional Equity, Duke University/Duke University Health System) was the speaker for the opening session at AACN's Spring Annual Meeting in Washington, DC. Dr. Reese spoke on the development of implicit bias as well as the next frontier in diversity.

Lessons in Leadership: The Betty Irene Moore Speaker Series

JENNIE CHIN HANSEN
MSN, RN, FAAN

Lessons in Leadership: The Betty Irene Moore Speaker Series

Leadership is... “the ability to understand a solution that is needed and how you could help as a partner.” In her video, Ms. Jennie Chin Hansen touches on what aspiring leaders can do to grow and nurture their leadership skills. Watch the full video and listen to audio tracks from her full-length Lessons in Leadership talk as part of The Gordon and Betty Moore Foundation Speaker Series.
AACN Releases New Report on Escalating Academic Nursing's Impact on Transforming Health and Health Care

Last week at the Spring Annual Meeting, AACN released a new report titled *Advancing Healthcare Transformation: A New Era for Academic Nursing*, which addresses how baccalaureate and higher degree schools of nursing can amplify their role in improving health and health care at the local, state, and national levels. Accessible online, this report provides a strategic framework for engaging nursing and medical school deans, health system executives, and university presidents and chancellors in the collaborative work needed to spark clinical innovation, align critical resources, and fortify the public’s health.

“At this pivotal point in our history, academic nursing is ready to take a bold step forward as a full partner in the work to transform healthcare delivery, education, and research,” said Dr. Juliann Sebastian, Chair of the AACN Board of Directors. “This new report serves as a blueprint for strategic action, which will guide our work in enhancing clinical practice, educating professional nurses, collaborating with key stakeholders, strengthening nursing’s research enterprise, and advancing our policy agenda.”

Since 2013, AACN member deans from Academic Health Centers (AHCs) have engaged in robust discussions regarding the evolving role of nursing schools during a time of healthcare reform. These leaders approached AACN about conducting a formal assessment of the opportunities and challenges ahead for academic nursing. In February 2015, AACN commissioned Manatt Health to complete a national study on optimizing nursing’s role in AHCs, which includes recommendations that all baccalaureate and higher degree schools of nursing can use to move toward long-term success and sustainability. To implement this work, interviews were completed with stakeholders in AHC and non-AHC affiliated institutions; a national summit of AHC leaders was convened in Washington, DC; and two surveys were issued to better determine how academic nursing could make a greater contribution to the larger healthcare system.

Following an analysis of the data collected, the report authors found that nursing schools affiliated with AHCs were not well positioned as a partner in healthcare transformation. This reality was due largely to having too few nurses serving on governing boards and in clinical leadership positions; being part of organizational structures that do not link academia and practice; and having insufficient numbers of faculty and researchers integrated into affiliated health systems. Other findings show that institutional leaders recognize the need to align more closely with academic nursing and that insufficient resources (i.e. funding, research support, faculty) are a serious barrier to supporting a significantly enhanced role for academic nursing within AHCs.

Key recommendations from the AACN-Manatt report include that:

- Academic nursing should be recognized as a full partner in healthcare delivery, education, and research that is integrated and funded across all professions and missions in the academic health system.
- Nursing faculty should engage more deeply in clinical practice.
- The pipeline into baccalaureate and graduate nursing programs should be strengthened, including an emphasis on leadership development at all levels.
- Academic nursing should partner to advance new clinical models and promote accountable care.
- A greater investment should be made to stimulate nursing research, including closer alignment with research efforts across the health professions.
- Government support for academic nursing should be expanded, including more funding for nursing research and the removal of regulatory barriers impacting scope of practice.

In addition to 14 real-world examples from nursing schools engaged in best practices, the report features specific implementation strategies for deans of nursing, deans of medicine, health system leaders, and university presidents and chancellors. The report concludes with an Organizational Self-Assessment tool that can be used to determine the degree of alignment that currently exists between healthcare and higher education institutions, which will help to highlight areas where work needs to continue.

“AACN recognizes that recommendations and lessons learned contained in this report will be important to the full universe of baccalaureate and higher degree nursing programs, not just those located in academic health centers,” added Dr. Sebastian. “We are already hearing that some academic and clinical leaders are taking steps to align their operations with the AACN-Manatt report’s recommendations, which will help to magnify nursing’s impact on transforming health and health care.”

“AACN is looking forward to working with the full community of stakeholders to disseminate this report widely, assess its long-term outcomes, and assist schools and practice partners as they implement the recommendations,” added Dr. Deborah Trautman, AACN President and CEO. “We are confident that advancing this work will elevate the impact of academic nursing in the healthcare arena and serve the public good.”

*Advancing Healthcare Transformation: A New Era for Academic Nursing* may be accessed online. Report talking points and PowerPoint slides are also available.
In this issue of Syllabus we ask five questions of this year’s joint recipients of the Clinical Nurse Leader (CNL) Visionary Leader Award: Grace Sotomayor, chief nursing executive at Carolinas Medical Center; and Mary Lou Wesley, senior vice president and chief nursing officer of the Sparrow Health System in Michigan. The Commission on Nurse Certification (CNC) and AACN presented the award at the CNL Summit in January in Long Beach, CA.

Grace Sotomayor, MBA, MSN, RN, FACHE, NEA-BC, CNL, is the chief nursing executive at Carolina Medical Center. Ms. Sotomayor has been serving as the chief nurse executive of the system’s Central Division, which includes Carolinas Medical Center (CMC; an 893-bed academic health center) and CMC-Mercy (a 196-bed community hospital). Prior to joining Carolinas HealthCare System, she served as vice president, Patient Care Services, and chief nurse for SSM DePaul Health Center in St. Louis, MO. Ms. Sotomayor earned her BSN degree from Lehman College, MSN degree from Hunter College, DNP from the University of Alabama, and an MBA from the University of Missouri, St. Louis.

Mary Lou Wesley, MSN, RN, is the senior vice president (VP) and chief nursing officer (CNO) at Sparrow Health System in Michigan. Ms. Wesley started her career as a medical-surgical nurse at St. Joseph Mercy Hospital in Pontiac, MI after earning her BSN from Mercy College of Detroit. She completed her MSN in Adult Health and Administration from Madonna University. During the 24 years she spent at St. Joseph, she held a variety of positions: assistant to the CNO for special projects, director of medical-surgical nursing, director of medical-surgical and critical care nursing, associate VP of nursing, and CNO. While at St. Joseph Mercy, she also taught at Oakland University. In 2010, she left Michigan to become the chief nurse executive for WellStar Health System, based in Marietta, Georgia.

1) What do you see as the most important or impactful benefits of the CNL in the care delivery model? Can you provide some specific examples of the impact the CNL has made within your system?

SOTOMAYOR:
Regarding benefits to our care delivery model, our CNLs conduct annual Microsystem assessments and incorporate evidence-based practices such as interdisciplinary rounding, bedside shift report, and clinical bundles into the nursing workflow. They also influence bedside nurses to attain clinical certification and ongoing education. They study processes and work with our interdisciplinary teams to improve them. Regarding specific examples of their impact in my facility, CNL-led units have, over a 4-5 year period, demonstrated a 48% reduction in falls, a 73% reduction in CAUTI, a 16% reduction in CLABSI, and a 29% reduction in HAPU. Other examples of gains have been, a 23% reduction in variable cost per case for renal transplants over a 3-year period, and over a 1-year period a greater than $20,000 average cost saving per patient in DRGs 3 and 4. This aggregates into millions of dollars saved annually.

WESLEY:
The CNL, as an advanced practice nurse embedded at the point of care delivery demonstrates expertise in the following six elements:
• Leadership and Change: The CNL conducts a microsystem assessment to identify opportunities for improvement, education, and redesign in their assigned unit and develops action plans. The CNL is a change agent. Examples include: implementing daily multidisciplinary rounds in the ICU and screening for sepsis and delirium
• Interdisciplinary Relationships: The CNL promotes teamwork through education, mentoring, and implementation of best practices. Examples include: teaching and coaching Environmental Services staff to implement evidence-based infectious disease reduction strategies.
• Knowledge Transfer: The CNL provides specialty certification prep classes, daily 5-minute huddles, resident education, mentoring of new graduate nurses. Examples include: teaching new nurses to do bedside shift report, educating first year residents on quality and safety bundles.
• Outcomes Management: The CNL monitors goal achievement. Examples include: Creating outcome whiteboards to display unit NDNQI results and conducting analysis of results that are not meeting expectations.
• Expert Clinician: The CNL educates all members of the healthcare team, including nurses, patient care techs, physicians, respiratory therapists, etc.
• Professional Development: The CNL provides support to the staff for professional certification, conference presentations, degree completion

2) What barriers have you encountered in implementing the CNL within your health system? How did you overcome or bypass them?

Continued on page 5
An Interview with Two CNL Visionary Leaders

SOTOMAYOR:

Initially, when we began with our first CNL cohort in 2008, outside of a few people, the role was not well understood and was confused with CNs, physician extenders, case managers or charge nurses. Significant effort was spent reviewing the white paper with various groups (physicians, case managers, direct care nurses, administrators, nurse managers etc). As the CNL orientation and standard work became better known and as the CNLs collaborated with other disciplines and their microsystem teams to care for patients, their role became better understood.

WESLEY:

Barriers that I have encountered have included a lack of knowledge and understanding of the CNL role. I have addressed that by describing the CNL role in relation to other nursing roles, such as the CNS, Educator, Case Manager, Nurse Manager, etc. Other barriers have been how to position the CNL role in the nursing staffing model. I have included CNLs in the hours-per-patient day, have replaced assistant nurse managers with CNLs, whatever it takes. I have positioned the CNLs in a salaried role so that they have flexibility to respond to quality, safety, and effectiveness issues that arise.

The most important barrier to address is the expected outcome of the CNL role. I made sure that I placed CNLs on units with the greatest opportunities to improve quality, safety, patient and nurse satisfaction, financial improvement. In all three health systems that I have implemented this role, the CNLs have been able to demonstrate value within 6-12 months, with continuous improvement.

3) Were CNLs instrumental in helping your facility achieve Magnet status or in meeting other quality standards (CMS, Joint Commission, NQF, etc.)?

SOTOMAYOR:

CNLs have been instrumental in every external visit that we have received. We have been Magnet-designated since 2013 and are up for redesignation in 2017. When we are visited, Magnet appraisers, TJC evaluators, and DHSR surveyors all comment on the value they see in the role especially after looking at our quality data and speaking with our physicians and CNLs.

WESLEY:

Yes, see my previous answer. We were already Magnet. We are in the process of submitting for our third designation and the exemplars from the CNLs have been very helpful for our outcomes documentation.

4) What do you envision for the CNL within your system? What is your goal related to the CNL within your system?

SOTOMAYOR:

In addition to continuing their work on reducing ALOS and readmissions through error prevention and inclusion of family in plans of care, our CNLs will be spending time over the next few years closing care gaps across shifts, across microsystems and days of the week. Because of our capacity constraints and the nature of our facility (Academic Level 1 Trauma, Quaternary care), we will also be continuing the up-skilling of our med-surg nursing teams and our CNLs will be leading that effort, allowing us to decompress our ICU’s. In the population health arena, we have already begun the extension of CNLs across the continuum of care, into our physician offices, clinics, and soon into home care so that the health of various populations we serve can be advanced and costs reduced.

WESLEY:

Our strategic goals for the CNL program are:
• Provide excellence in the patient’s care experience – the healthcare system is very confusing, with many care providers on the team, which can result in poor connections, information, and communication;
• Provide coordinated care resulting in streamlined, efficient inpatient processes and effective transitions of care;
• Improve the nurse experience by addressing the need for mentoring at the point of care delivery and raising the level of critical and systems thinking to improve engagement and retention;
• Implement and sustain evidence-based practices; and
• Create and sustain a highly reliable culture to improve patient outcomes and nurse satisfaction

5) What do you see as the next, or most critical, step nationally that must be accomplished for the advancement of the CNL?

SOTOMAYOR:

I believe that recognition of the CNL as an advanced care practitioner is important and that their credits should be recognized by programs awarding doctorates in nursing practice. There is much nursing practice in the field that is successful (adds value to the patient) but not reported and some legacy practices that may be useless if not harmful. We need doctorally prepared, direct-care nurses who can study these phenomena and help build a more robust EBP base for nursing that is ongoing. DNP-prepared CNLs can do this.

WESLEY:

We need to educate more chief nursing officers about the role. We need to maintain the integrity of the role—specifically focusing the role at the point of care delivery. The role loses its effectiveness the farther away from the point of care. Also, we need to promote a track for CNL to DNP.
2016 Johnson & Johnson Minority Faculty Scholarships

With generous support from the Johnson & Johnson Campaign for Nursing’s Future, AACN is currently offering scholarships to underrepresented minority nursing students who plan to work as nursing faculty after graduation. Applicants must be enrolled full-time in a doctoral nursing program or a clinically focused master’s degree program. Five scholarships in the amount of $18,000 will be awarded.

For more details download the scholarship application. Applications must be received by May 1, 2016.

AACN Honors Presented to Drs. Warner and Callahan at Spring Meeting

At AACN’s Spring Annual Meeting in Washington, DC, Dr. Joanne Warner and Dr. Margaret Faut Callahan were honored for their outstanding contributions to the association.

Dr. Warner (shown in left photo above, center, with Chair Eileen Breslin on left and President Deb Trautman), who has held a number of roles in nursing education, including her tenure as dean of the University of Portland School of Nursing, was presented with both the Sister Bernadette Armiger Award and Emeritus Membership to AACN.

In presenting the awards, Dr. Breslin cited Dr. Warner’s role in advancing the nursing profession, serving as an outstanding role model and visible leader. Her commitment to leadership was exemplified in her work with AACN, where she served on the Board of Directors, spoke at numerous conferences, and chaired the task force to revise AACN’s Essentials of Master’s Education in Nursing.

Dr. Margaret Faut Callahan (shown in right photo above, center, with Drs. Breslin and Trautman) was bestowed Honorary Membership to AACN. After serving as the dean of nursing at Marquette University for seven years, Dr. Callahan is now provost of the Health Science Division at Loyola University of Chicago. She has taken on many leadership roles in a number of organizations, including the American Association of Nurse Anesthetists, the American Academy of Nursing, and AACN. Dr. Callahan has a consistent record of leadership in AACN, having served on the Board of Directors as treasurer and as the chair of the Finance Committee. Dr. Breslin presented Dr. Callahan with her Honorary Membership Award with these words: “Her service to AACN has been outstanding in both quality and quantity and her efforts have advanced the nursing profession and will continue to influence nursing and nursing education for many years to come.”
DNP Faculty and Clinicians Encouraged to Apply for ELNEC Course in Atlanta

With the US population aging in record numbers and people living longer with chronic illness/multiple co-morbidities, there has never been a greater opportunity for Doctor of Nursing Practice (DNP) faculty and their DNP clinical partners to meet the healthcare demands of the nation. To assist with the educational needs of DNP students, this course, *Integrating Palliative Oncology Care into Doctor of Nursing Practice (DNP) Education and Clinical Practice* will be held June 28-29, 2016 in Atlanta, GA. The course will provide multiple resources to DNP nursing faculty and their clinical colleagues, so they can teach, mentor, and prepare DNP students to meet the demanding needs in healthcare today. **APPLICATIONS ARE DUE APRIL 1.**

Looking for other national ELNEC Courses?
- May 24-25: Scottsdale, AZ (ELNEC-Core)
- July 26-27: Charleston, SC (ELNEC-Core and ELNEC-Pediatric Palliative Care)
- September 4: Hong Kong (ELNEC-Core)
- September 22-23: Tulsa, OK (ELNEC Summit—ELNEC-Core, Pediatric, Geriatric, Critical Care, and APRN adults and pediatrics)
- October 18-19: Orlando, FL (ELNEC-Core)

For further information/registration on any of these courses, visit ELNEC’s [website](http://www.elneconline.org) or contact Pam Malloy, ELNEC Project Director and Co-Investigator of ELNEC, at pmalloy@aacn.nche.edu.

Apply Now For AACN’s Signature Leadership Development Programs

AACN offers a full menu of conferences, webinars, and programs focused on building essential leadership skills, including our two flagship programs:

**Leadership for Academic Nursing Program (LANP)**

Designed for aspiring and new deans as well as faculty serving in leadership positions, this professional development experience encompasses an assessment and evaluation of leadership skills, opportunities for strategic networking and case study development, consultation to achieve long-term goals, and identification of key partnerships. This year’s LANP will be held July 24-28, 2016 in Annapolis, MD. Registration is limited to 40 participants via a competitive application process. Read more about the [application process](http://www.aacn.nche.edu/leadership/lanp). **Deadline to apply is April 1, 2016.**

**AACN-Wharton Executive Leadership Program**

AACN is pleased to announce the fifth annual AACN-Wharton Executive Leadership Program, offered at the Wharton School of the University of Pennsylvania in Philadelphia, PA. This four-day program is taught by the Wharton faculty, who present relevant and timely content designed to advance participants to a higher level of leadership. This program is open to deans/directors and associate deans/directors from AACN member schools who currently serve as the chief or associate chief academic officer. Registration is limited to 40 participants via a competitive application process. Applications from individuals aspiring to the above roles or currently in other key leadership positions will be considered as space allows. **Apply online by May 13, 2016.**

For additional information or questions, contact Dr. Karen Kesten, at (202) 463-6930, ext. 274 or kkesten@aacn.nche.edu.

Meet the Newest AfterCollege-AACN Nursing Scholarship Winners

The AfterCollege-AACN Scholarship Fund supports students who are seeking a baccalaureate, master’s, or doctoral degree in nursing. Special consideration is given to students in a graduate program with the goal of becoming a nurse educator; completing an RN to BSN or MSN program; and those enrolled in an accelerated nursing program. Please join us in congratulating the most recent AfterCollege-AACN scholarship recipients!

Please visit the [AACN web site](http://www.aacn.nche.edu) for information on our scholarship programs.

Dominique Anderson, Louisiana State University Health and Sciences Center (left); and Lubna Qureshi, Rutgers University.
**CASE WESTERN RESERVE UNIVERSITY**

**Director, Doctor of Nursing Practice Program**

The Frances Payne Bolton School of Nursing (FPB) at Case Western Reserve University in Cleveland, OH, is a globally-recognized leader in nursing education and research. FPB consistently ranks among the top nursing programs in the country (#17 for graduate programs, according to 2015 rankings in U.S. News & World Report). FPB students have access to University Hospital Case Medical Center, Cleveland Clinic, MetroHealth Medical Center and the Louis Stokes VA Medical Center. FPB will join the School of Medicine and School of Dentistry in a new, state of the art building in 2018 that will facilitate a more integrated curriculum and opportunities for collaboration and partnership. (http://fpb.case.edu/)

The Director will be responsible for academic and administrative oversight of all aspects of the DNP program including day to day management, faculty development, academic endeavors, student culture and financial/budgeting oversight. (http://fpb.case.edu/DNP/).

The ideal candidate: Earned doctorate (PhD, DNS, DNP) in nursing or related field. Collaborative educator with a record of active clinical service within the professional academic nursing community as well as national recognition. Meets the qualifications of Associate or Full Professor on the tenure or non-tenure track. (Assistant Professors who meet the qualifications of Associate Professor will be considered) Experience in a DNP academic program or previous experience in academic program administration, with an understanding of the accreditation process. Ability to develop creative recruitment strategies and build volume while ensuring quality. A history of at least two annual publications in refereed journals.

**HARTWICK COLLEGE**

**Director, Master of Science in Nursing Program**

The Department of Nursing at Hartwick College invites applications for a full-time, tenure-track appointment at the rank of Assistant Professor starting in August 2016. We seek candidates with expertise in Critical Care Nursing, with preference given to those with previous classroom, distance/on-line teaching experience and/or other areas of nursing specialization. Minimum qualifications include a M.S. in Nursing, doctorate preferred, by the time of the appointment and recent relevant clinical or educational experience. Specific teaching assignments will include subjects such as advanced medical-surgical nursing, medical-surgical nursing, pharmacology, health assessment, foundations in nursing science, and courses in population health and other general subject matter including possible general education courses, including First Year Seminars. Teaching load will average 20 semester credit hours or their equivalent per academic year, and all faculty members teach during the College's distinctive four-week January Term. The successful candidate will have a demonstrated commitment to excellence, innovation and diversity in undergraduate teaching active engagement in scholarly or creative activities, and close interaction with students in a small college environment. Academic advising and some committee service also are expected with this appointment.

An independent, residential liberal arts college enrolling approximately 1,400 full-time undergraduates, Hartwick embraces the teacher-scholar model, with teaching excellence as the first priority, and seeks to recruit, retain and promote a diverse workforce. Located in the scenic Susquehanna River valley in Oneonta, NY, near the northern foothills of the Catskill Mountains, the College features a Liberal Arts in Practice general education curriculum and aspires to “be the best at melding liberal arts education with experiential learning.” The baccalaureate degree in nursing program is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation).

Please contact confidentially: Jane Fischer, Tyler & Company, jfischer@tylerandco.com or 610-558-6100.

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Hartwick offers health benefits to domestic partners of employees, and prohibits discrimination on the basis of sexual orientation/preference and gender identity/expression. Hartwick is an Equal Opportunity Employer; committed to broadening “the understanding, awareness, and appreciation of diversity among all members of the Hartwick community.” Underrepresented groups are especially encouraged to apply. Additional information about Hartwick (an institutional member of the Council on Undergraduate Research) and the Department may be found on our web site at www.hartwick.edu.

Hartwick College is committed to providing a safe and secure educational environment. Employment at Hartwick College is therefore contingent upon a successful background check on every new employee. Candidates to whom an offer of employment is made will be required to sign a Release of Information Form authorizing the College to conduct a thorough background check.

To apply, please send a cover letter, curriculum vitae, statements of teaching philosophy and research interests, evidence of teaching and scholarly excellence or the potential for it, and three letters of reference sent directly by your referees. Letters should be addressed to Dr. Jeanne-Marie Havener, Chair, Department of Nursing, and all materials must be sent electronically to havenerj@hartwick.edu. Review of applications will begin immediately and continue until the position is filled.

LAKEVIEW COLLEGE OF NURSING

IMMEDIATE OPENING
DEAN OF NURSING

Lakeview College of Nursing is a single purpose; private, not-for-profit institution located in Danville, IL with an additional campus in Charleston, IL seeking applications for a Dean of Nursing. Lakeview provides instruction for junior and senior level students seeking a Bachelor of Science Degree in Nursing. The College is accredited by the Higher Learning Commission (HLC) and the Commission on Collegiate Nursing Education (CCNE).

Qualifications
A master’s degree in nursing is required. An earned doctorate (PhD, DNS, DNP, or doctorate near completion) in nursing or related field is highly preferred, eligibility for an Illinois Registered Nursing license, and a distinguished record of academic leadership, scholarship, service, and accomplishment in teaching at the baccalaureate nursing level.

Responsibilities
The ideal candidate has strong leadership, administrative, and communication skills and should be able to demonstrate the ability to develop a collaborative and effective environment with College stakeholders (students, faculty, staff, administration, alumni, and the board of directors). Experience in assessing curriculum, setting long and short-term goals, implementing a plan for change and evaluation is necessary for moving the College forward and maintaining national and state accreditations. A history of fiscal management and service to the community is also desired.

To Apply
Please send completed letter of application that describes preparation for and interest in the Dean of Nursing’s position, curriculum vitae, and three (3) letters of reference to: Karlee Thomen, Administrative Assistant to the President Lakeview College of Nursing 903 N. Logan Avenue Danville, IL 61832

Applications will be accepted until the position is filled. The salary is commensurate with the applicant’s education/experience.

For more information about Lakeview College of Nursing, please visit our website: www.lakeviewcol.edu

MINNESOTA STATE UNIVERSITY MOORHEAD

Minnesota State University Moorhead seeks two full time tenure track nursing faculty members to teach online, beginning August 16, 2016. Primary responsibilities: teaching online RN-BSN and/or graduate nursing courses, advise students, provide university service.

Position requirements: MN RN licensure on appointment, Master's and/or doctorate in nursing or related field, experience in online teaching.

For more information go to: https://www.mnstate.edu/humanresources/employment/unclassified/

PACE UNIVERSITY

Top 10 reasons to apply now to become a department chairperson at Pace University’s Lienhard School of Nursing in the College of Health Professions:

1. Receive great preparation to become a dean
2. Lead a top notch, vibrant, accredited academic program
3. Become part of a strong leadership team
4. Be mentored by our dean, Harriet R. Feldman, PhD, RN, FAAN, a national leader in nursing education
5. Participate in our robust on-boarding plan, working with senior members of the leadership team to sharpen critical skills
6. Get in on the ground floor of strategic planning for the College
7. Be supported to advance your scholarship
8. Be tenured at the time of appointment, if you meet tenure criteria
9. Enhance your capacity for the future
10. Be in an environment that provides unparalleled faculty support

Continued on page 10
Join us! Visit http://www.pace.edu/lienhard/chair-positions and be part of a growing and thriving setting for faculty members seeking a collegial work environment.

We are seeking two doctorally prepared, full-time faculty members, to lead our nursing programs on the Pleasantville and New York City campuses.

We are seeking two chairpersons, one to lead the Undergraduate Nursing Department and one to lead the Graduate Nursing Department. The ideal candidates will be experienced in curriculum development, accreditation and professional guidelines, enrollment management and strategic planning. Candidates should have a PhD, EdD, or other research doctorate.

Academic rank and salary is commensurate with educational preparation and experience. Credentials appropriate to rank of Associate Professor or Professor required for tenure eligibility. These include teaching experience, an active program of research, and a track record of publications and grant activity.

Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to all qualified applicants without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.

SAN JOSE STATE UNIVERSITY

Full Position Announcements Available at http://www.sjsu.edu/facultyaffairs/unit3/tenuretrack/Employment/index.html

The Valley Foundation School of Nursing: Assistant Professor (Tenure-track), 2 positions
1. COMMUNITY HEALTH NURSING (JOID# 23480)

2. MEDICAL-SURGICAL NURSING (WITH GERONTOLOGY) (JOID# 23479)

REQUIRED: A Doctorate in nursing (PhD, DNSc, DNP) or a related field (e.g., EdD, etc.) is required by time 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) Community Health Nursing or (2) Medical-Surgical Nursing (with Gerontology) focus. Current physical and psychosocial assessment skills. Possession of, or eligibility for, RN licensure in California. The Community Health Nursing position only requires a California Public Health Nursing certification. Both positions require a minimum of 1 year recent experience (within 5 years) in (1) Community Health Nursing or (2) Medical-Surgical Nursing (with Gerontology) 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 have 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.

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.

SCHREINER UNIVERSITY

DIRECTOR OF NURSING PROGRAM

Schreiner University invites applications for the position of Director of Nursing Program. This full time, tenure track faculty position is a 12-month appointment. Minimum requirements: BSN with current Texas nursing license, MSN, and doctorate in nursing or related discipline. Minimum of three year’s teaching experience in a professional nursing program. Experience in administration and online education are required. As Director of the Nursing Program, the individual will:

• Implement the instructional, educational, and professional objectives of the BSN program and the RN to BSC online program.
• Work directly with the department chairperson, faculty, staff, and students to develop quality teaching, professional learning experiences, and public service programs.
• Continue review, improvement, and development of the undergraduate nursing program.

• Monitor tenure track, non-tenure track, and adjunct faculty.

The Director is responsible for compliance and communication with the accreditation standards of the Commission on Collegiate Nursing Education (CCNE) and the Texas Board of Nursing. The Director represents the Division and is actively involved with nursing and other health care organizations on the state, region, and national levels.

Although the position is initially an administrative one, teaching is the primary mission of Schreiner University. Therefore, the director carries one-quarter time teaching responsibilities (not to exceed 3 clock hours per week). Scholarly activity, student advisement, and service to the university and community are also expected.

To apply please visit our website at www.schreiner.edu. In addition to the Schreiner University employment application; applicants should submit a letter of interest, curriculum vitae, unofficial transcripts, teaching philosophy and the names, address and telephone numbers of three references, and other support materials such as teaching evaluations.

Education Requirements: An earned Doctorate in Nursing or relevant field

Qualifications and Experience: An established competitive program of research with sustained productivity and demonstrated interest in interdisciplinary collaboration.

Equal Opportunity Employer: The University of North Carolina at Chapel Hill is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or status as a protected veteran. The School of Nursing encourages all minorities and men (a minority in nursing) to apply and we have discussed in the search committee the need to ensure that minority populations get the full consideration.

Please visit the following UNC-Chapel Hill Careers at Carolina website: http://unc.peopleadmin.com/postings/90917

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER

College of Nursing
Chair of Health Promotion & Disease Prevention Department

The University of Tennessee Health Science Center, College of Nursing, invites nominations and applications for the position of Chair of the Health Promotion and Disease Prevention Department. This is a full-time, tenure track faculty position at the rank of Associate Professor or Professor. This position reports to the Dean of the College of Nursing.

Responsibilities
The primary responsibilities of this position are to provide leadership and mentorship in the recruitment, selection, onboarding, professional/career development, and retention of faculty; equitably assign faculty...
Applications must be submitted electronically to Dr. Wendy Likes. Applicants must include (1) a cover letter detailing how your professional qualifications fit the requirements for the position, (2) a current curriculum vitae, and (3) a list of two references with contact information. Nominations and requests for additional information should also be sent to Laura Beth Homonnay (lbhomonnay@uthsc.edu or 901-448-6135).

The University of Tennessee is an EEO/AA/Title VII/Title IX/Section 504/ADA/ADEA/V institution in the provision of its education and employment programs and services.

UNIVERSITY OF UTAH

Associate Dean for Research and PhD Program

The University of Utah College of Nursing seeks a nationally and/or internationally known nurse researcher with an established record of funded research and research-based publications to serve as Associate Dean for Research and PhD Program. This individual carries primary responsibility for promoting scholarly and research productivity of faculty in the College of Nursing and provides academic leadership in the planning, implementation and evaluation of the PhD Program.

The College of Nursing has a cadre of dynamic interdisciplinary faculty engaged in team-based research in a variety of high priority areas. Currently ranked 2nd in the nation in NIH funding, the College of Nursing is a focal point for researchers and clinicians from the University of Utah Academic Health Sciences to collaboratively improve individual, family, and community health, and quality of life in the Intermountain West. Areas of strength include aging; cancer; symptom management and palliative care; nursing informatics and technology-based health interventions; women’s health; and health disparities. Our college is home to a P01 Program Project Grant from NCI entitled “Enhancing End-of-Life and Bereavement Outcomes Among Cancer Caregivers”, a T32 award from NINR titled “Interdisciplinary Training in Cancer, Aging and End of Life Care” and a Hartford Center of Geriatric Nursing Excellence.

The University of Utah is a PAC-12 institution located in Salt Lake City. Numerous interdisciplinary centers support team science within the University Health Sciences, including the Huntsman Cancer Institute and an NIH Center for Clinical and Translational Research. The Utah Population Database, with over 7 million linked genealogical and clinical records, is a unique resource for population-based research. The University’s Technology & Venture Commercialization program supports faculty in the transformation of ideas into practical, commercially viable products and services.

To apply, go to http://utah.peopleadmin.com/postings/47231

WESTERN UNIVERSITY OF HEALTH SCIENCES

COLLEGE OF GRADUATE NURSING
Assistant/Associate Professor

The College of Graduate Nursing at Western University of Health Sciences in Pomona, California is seeking innovative, humanistic faculty who love to teach for tenure and non-tenure track positions in the Master of Science in Nursing and/or Doctor of Nursing Practice programs.

Minimum qualifications are: Master’s degree in nursing and a doctoral degree in nursing or related discipline, current RN license, teaching experience at the graduate level, current clinical practice experience, and eligibility for RN licensure in CA. The faculty member will be supported in teaching, conducting scholarly activities, and engaging in professional and community service.

The College of Graduate Nursing (CGN) has a strong community presence and a

Continued on page 13
For initial consideration, please send a cover letter and CV to Angeles metropolitan area. More info is available at in nine health sciences colleges. The main campus in Pomona is east of the Los
Western University of Health Sciences is home to more than 3,800 students
campus-based seminar program.

Practitioner, Administrative Nurse Leader, and Clinical Nurse Leader. Degrees
degree there are four concentrations: Ambulatory Care Nursing, Family Nurse

Within the MSN

gender, marital status, age, or disability.

Western University of Health Sciences is an equal opportunity employer and does not
discriminate against individuals on the basis of race, religion, national origin, sexual
orientation, gender, marital status, age, or disability.

FOR TENURE-TRACK POSITIONS

The University of Arkansas – Fort Smith is located on a beautiful 140-
acre campus in the River Valley of Western Arkansas, nestled between the scenic Ozark and Ouachita Mountains. UAFS is one of 18 campuses that comprise the University of Arkansas system and is one of the
largest suppliers of healthcare professionals in the state.

COLLEGE OF HEALTH SCIENCES

The Carolyn McKelvey Moore School of Nursing offers an exciting
environment to educate future nurses! Housed in a 66,000 square foot
facility that features a birthing center, critical care unit, 2 nine-bed and
1 six-bed fully equipped lab, a 7 bed simulation lab with one way mirror
and cameras and hi-fidelity patient simulators, a fully equipped patient
room, a nursing station and three computer labs. Classrooms feature a
novastation, Sanyo televisions with DVD/VCR combination mounted in the
ceiling on either side of a large electric projection screen, Educasts,
Elmos, and the capability to engage the DVD/VCR from the nova station! Faculty
enjoy fully furnished private offices! The School of Nursing is
eager to attract faculty who are committed to active, learner-centered
teaching, innovation in curriculum design and delivery, and ongoing
professional development and scholarship. We are currently seeking
candidates for the following nursing faculty positions:

COMMUNITY HEALTH

JIM L. HANNA ENDOWED PROFESSORSHIP
LICENSED PRACTICAL NURSING

DOUGLAS O. SMITH JR. ENDOWED PROFESSORSHIP

MEDICAL-SURGICAL

The University of Arkansas at Montgomery (AUM) invites
applications for multiple tenure-track faculty positions. The fully accredited, and rapidly
growing School of Nursing offers a traditional baccalaureate program, an RN to BSN
program and a joint MSN with Auburn University. Candidates should hold a doctoral
degree, a master of science in nursing degree, recent clinical experience and teaching
experience at the baccalaureate/graduate level. Candidates must also hold an
unencumbered Alabama RN license. Join a dedicated faculty with a focus on
interprofessional education, community outreach and innovation. Auburn University
Montgomery is the metropolitan campus of Auburn University, and serves a diverse
student body including traditional and non-traditional students. Located in the state
capital, Montgomery offers diverse cultural and recreational opportunities, easy access to
capital, Montgomery offers diverse cultural and recreational opportunities, easy access to
major cities, lakes and the beach.

To apply please visit the HR website at www.jobs.aum.edu and upload a letter of
interest, curriculum vitae, and the names, addresses, and phone numbers for at least three
current references to Search Committee, Auburn Montgomery School of Nursing, P.O.
Box 244023, Montgomery, AL 36124.

Auburn University at Montgomery is an Equal Opportunity Employer committed to
equality through diversity; therefore, we encourage applications from historically
underrepresented groups, veterans, and individuals with disabilities.

REGISTRATION FOR THE MAY 4-6, 2016

Interprofessional Education Collaborative (IPEC) faculty development institute focused on Quality Improvement and Patient Safety at the Dulles Hyatt in Herndon, VA has almost reached capacity. Faculty teams are invited to come together for a guided learning experience, team-based planning activities, and dedicated time to explore how to embed quality improvement and patient safety (QIPS) content into their curriculum, while learning how to create and assess interprofessional clinical QIPS projects. View details on meeting agenda, speakers, team composition, institute objectives, and program format.

Space is limited and those interested in attending are encouraged to register their teams as soon as possible. Team leaders should be identified and register all members of their team at one time.

Register Now!

Questions? Contact IPEC Associate Director Shelley McKeary at smckearney@aacn.nche.edu.

national reputation for excellence and innovation. Our graduate programs
include the Master of Science in Nursing and the Doctor of Nursing Practice
degrees, and the Family Nurse Practitioner certificate. Within the MSN
degree there are four concentrations: Ambulatory Care Nursing, Family Nurse
Practitioner, Administrative Nurse Leader, and Clinical Nurse Leader. Degrees
are earned through both campus-based programs, and a hybrid web-based and
campus-based seminar program.

Western University of Health Sciences is one of the largest suppliers of healthcare professionals in the state.

Western University of Health Sciences is an equal opportunity employer and does not
discriminate against individuals on the basis of race, religion, national origin, sexual
orientation, gender, marital status, age, or disability.
Tenure Track
Full Time Nursing Faculty

The University of Portland School of Nursing welcomes applications for full time tenure track nursing faculty in the following areas: Pediatrics, Maternal-Child, Mental Health, and/or Community Health.

We are seeking creative individuals who love to teach. Successful tenure-track candidates will engage in classroom and/or clinical teaching, scholarship, and service that will contribute to the mission of the university and the nursing profession. They will be expected to engage students in active learning strategies, create a positive learning environment, and be committed to safe, quality patient care and strong nursing ethics. The successful candidate will value and display teamwork with members of the teaching team and clinical partners.

The successful candidate will possess a masters degree in nursing and a doctoral degree in nursing or related area (PhD or DNP) is required. Upon hire, the faculty member must be able to be licensed as a registered nurse in Oregon. If an NP, national certification as a Nurse Practitioner is also required as well as being able to be licensed as a registered nurse and certified for NP practice in Oregon.

For additional information and to apply see: up.hiretouch.com

A special mission for your students:
tomorrow’s health care superheroes

Join AANP today!

Superhero Discount for NP Students

Share the super secret join code TEACH with your students for their $49 Student Membership!
Faculty Positions

The College of St. Scholastica is seeking nursing professionals who will educate and mentor our next generation of nurses. Since 1912, the College of St. Scholastica has been preparing students for a life of purpose and meaningful work by emphasizing the Catholic Benedictine values upon which it was founded. St. Scholastica is a vibrant, growing independent private college with its main campus overlooking Lake Superior in Duluth—recently named the #1 Best Town by Outside magazine—extended campuses throughout Minnesota, and a growing graduate health sciences campus in Arizona where Nursing programs are tentatively scheduled to begin next spring.

**DNP Program:** Requires a master’s degree in Nursing, advanced work toward a doctoral degree in Nursing and certification as a Psychiatric Mental Health Nurse Practitioner.

**Medical/Surgical Nursing:** Requires either a graduate degree in nursing OR a bachelor’s degree in nursing and must be matriculated in an advanced degree nursing program upon hire.

**Post-Baccalaureate Nursing Program:** Two undergraduate faculty positions in St. Cloud, Minnesota. Master’s degree in nursing and expertise in medical-surgical nursing is required.

Some faculty positions are tenure track. For more information and to apply, visit [www.csshrjobs.com](http://www.csshrjobs.com).

The College of St. Scholastica is an equal opportunity employer committed to enriching education and promoting opportunity through a culturally diverse faculty, staff and student body.

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**ASSISTANT PROFESSOR**

Search #67367

**INSTRUCTOR**

Search #67368

Georgia Southern University School of Nursing in the College of Health and Human Science is seeking applications for the positions of Assistant Professor and Instructor.

The Assistant Professor, tenure-track position, includes teaching in the classroom and clinical settings in the undergraduate and graduate programs, including the Doctor of Nursing Practice program. Doctorate in nursing or a closely related field, and NP certification is required.

The Instructor, non-tenure-track position, includes teaching in the classroom and clinical settings in the undergraduate program. Master’s degree is required.

Screening of applications begins March 4, 2016 and continues until the positions are filled. Preferred starting date is August 1, 2016. Complete application includes a letter citing qualifications, a curriculum vitae, and names, addresses, telephone numbers and email addresses of at least five professional references.

Applications and nominations should be sent to:

Dr. Sharon Radzynski, Search Chair, Searches #67367 & #67368

School of Nursing, Georgia Southern University, P. O. Box 8158

Statesboro, GA 30460-8158

Electronic mail: sradzynski@georgiasouthern.edu

Telephone: 912-478-5455

For more information about the institution and job positions, visit:

[http://www.georgiasouthern.edu](http://www.georgiasouthern.edu)

[http://chhs.georgiasouthern.edu/nursing/](http://chhs.georgiasouthern.edu/nursing/)

Georgia Southern University is an AA/EO institution. ADA accommodations arranged upon request.

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**GEORGIA SOUTHERN UNIVERSITY**

**Assistant Professor**

Search #67367

**Instructor**

Search #67368

Georgia Southern University School of Nursing in the College of Health and Human Science is seeking applications for the positions of Assistant Professor and Instructor.

The Assistant Professor, tenure-track position, includes teaching in the classroom and clinical settings in the undergraduate and graduate programs, including the Doctor of Nursing Practice program. Doctorate in nursing or a closely related field, and NP certification is required.

The Instructor, non-tenure-track position, includes teaching in the classroom and clinical settings in the undergraduate program. Master’s degree is required.

Screening of applications begins March 4, 2016 and continues until the positions are filled. Preferred starting date is August 1, 2016. Complete application includes a letter citing qualifications, a curriculum vitae, and names, addresses, telephone numbers and email addresses of at least five professional references.

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**ABOUT SYLLABUS**

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Send Copy To: All copy must be submitted electronically, preferably in Word format (or PDFs for display ads) to Sonja Bradfield (sbradfield@aacn.nche.edu).