Attendees at AACN’s Deans Annual Meeting gave a rousing standing ovation for Congresswoman Lauren Underwood as they welcomed her to a plenary session titled “New Congress, New Focus: Perspectives from a Nursing Champion.” Representative Underwood—a nurse representing Illinois’ 14th Congressional District—is the youngest African-American woman to serve in the U.S. House of Representatives, the first woman of color and millennial to represent her community, a proud supporter of the Title VIII Nursing Workforce Reauthorization Act, and a former AACN policy intern. In attendance for this March 26 session, moderated by Board Chair Ann Cary, were member deans and nursing students participating in AACN’s Student Policy Summit.

Rep. Underwood spoke on how nurses can influence health policy. She implored those in attendance to get involved. “We need more nurses in office. Period. We need more nurses to serve,” she said. “We need to be engaged.”
BRENDA ZIERLER DELIVERS BEDNASH LECTURE AT DEANS ANNUAL MEETING

At the Deans Annual Meeting held in Washington, DC, March 23-26, the Geraldine “Polly” Bednash Lectureship Award was presented by Board Chair Ann Cary (left) to Dr. Brenda Zierler, Professor and Interprofessional Education Scholar in the School of Nursing at the University of Washington Health Sciences Center.

Dr. Zierler has made a substantial impact on interprofessional education, holding faculty appointments in Nursing, the School of Medicine, the School of Public Health, and in Biomedical Informatics and Medical Education. Dedicated to the improvement of quality and safety, particularly in the area of cardiovascular disease, she has focused on improving collaborative practice in accountable care organizations so that healthcare teams can co-produce health services with patients and families to meet their goals.

As the co-director of the Center for Health Sciences Interprofessional Education, Practice and Research, and the co-lead of the University of Washington’s Institute for Translational Health Science, Dr. Zierler is leading teams at the intersection of practice, research, and teaching. She has been instrumental in the development of the University of Washington School of Nursing’s PhD program curriculum, which ensures that graduates have competencies in interprofessional education and research.

The Bednash Lectureship Award honors AACN’s previous Chief Executive Officer, who led the association for 28 years. Award recipients are chosen on the basis of their leadership and scholarly contributions to interprofessional education.

MARION BROOME RECEIVES NURSE.COM ONCOURSE LEARNING DIVERSITY AWARD

At the Deans Annual Meeting held in Washington, DC, March 23–26, AACN Board Chair Ann Cary (left) presented the 2019 Nurse.com by OnCourse Learning Lectureship Award for Diversity, Inclusion, and Sustainability in Nursing Education to Dr. Marion Broome, Dean and Ruby Wilson Professor of Nursing at Duke University School of Nursing, and Vice Chancellor for Nursing Affairs and Associate Vice President for Academic Affairs for Nursing at Duke University Health System. The award highlights outstanding contributions made by an individual or a group to champion diversity, inclusion, and sustainability in a deliberate way.

Since arriving at Duke in 2014, Dr. Broome has fostered and expanded the school's vision for diversity and inclusion. She has actively engaged the Duke community in advocacy efforts to promote diversity, inclusion, and sustainability, and she has worked to expand a key element of her institution’s strategic plan focused on people and the environment to ensure her school of nursing is an inclusive environment.
DR. LI LORIZ NAMED AACN’S ADVOCATE OF THE YEAR

(L to R): Rep. John Rutherford (R-FL), Dr. Loriz, Board Chair Ann Cary, and President Deborah Trautman

During AACN’s Spring 2019 Advocacy Day on Capitol Hill, AACN Board Chair Dr. Ann Cary and Congressman John Rutherford (R-FL-04) presented Dr. Li Loriz, Director of the University of North Florida Brooks College of Health, School of Nursing, with AACN’s Advocate of the Year award. This honor is granted annually to one AACN member who is recognized for outstanding efforts to advance health care and higher education through an academic nursing lens.

Dr. Loriz has been a longstanding advocate for the nursing profession and has displayed consistent dedication to AACN’s advocacy initiatives to improve the health care in our nation. She was a member of our Government Affairs Committee, is a State Grassroots Liaison, and a proud supporter of AACN’s Student Policy Summit. Dr. Loriz has translated a vision into action by bringing students to Capitol Hill, visiting Congressional offices, and gaining additional bipartisan support for key legislative priorities, such as Title VIII Reauthorization. Through her efforts to amplify AACN’s collective voice, Dr. Loriz is an inspiration to her colleagues, her faculty, and her students.

AACN ENDORSES NEW POSITION STATEMENT ON ACADEMIC PROGRESSION

AACN and its 825 member schools of nursing have endorsed a new position statement advocating greater engagement among educators, employers, and other stakeholders for preparing more nurses in baccalaureate and graduate degree programs. Titled Academic Progression in Nursing: Moving Together Toward a Highly Educated Nursing Workforce, this new call to action highlights the need for collaborative solutions that enable all nurses to take the next step in their educational development to better serve the health needs of the nation.

“AACN has long been a leading proponent for academic progression in nursing given our core belief that quality patient care hinges on having a well-educated nursing workforce,” said Dr. Ann Cary, Chair of the AACN Board of Directors. “With patient care growing more complex, ensuring a sufficient RN workforce is not merely a matter of how many nurses are needed, but rather an issue of preparing an adequate number of nurses with the right level of education to meet healthcare demands.”

In 2010, the Institute of Medicine (IOM) called for at least 80% of registered nurses (RNs) in the U.S. to be baccalaureate-prepared by 2020 as well as a doubling of the number of nurses with doctorates. The evidence-based recommendations in the Future of Nursing report recognize that patient needs have grown more complex, and that nurses must attain the competencies needed to deliver high-quality care. Research shows that lower mortality rates, fewer medication errors, and a host of positive outcomes are all linked to nurses with advanced educational preparation. In response to the IOM’s recommendation, schools have expanded capacity in RN to baccalaureate degree completion programs. Since fall 2010, enrollment in these programs has increased by 80%, from 77,000 to 139,000 students.

The IOM report has been a catalyst for building new bridges between academic nursing leaders while generating universal support for more highly educated nurses. In 2012, the Joint Statement on Academic Progression for Nursing Students and Graduates was endorsed by AACN, American Association of Community Colleges, Association of Community Colleges Trustees, National League for Nursing, and the Organization for Associate Degree Nursing (OADN). This historic agreement was the first time that leaders from the major national organizations representing community college presidents, boards, and program administrators joined with nursing education associations to promote academic progression in nursing.

The need to build stronger ties between associate degree and baccalaureate programs was further advanced by the Academic Progression in Nursing Initiative, which was launched by the Robert Wood Johnson Foundation and is now overseen by OADN as the National Education Progression in Nursing (NEPIN) initiative.

AACN’s new position statement calls for supporting pathways that will move RNs with associate degrees and diplomas into programs leading to a baccalaureate degree (or entry level master’s degree) offered by an accredited four-year college or university. The statement outlines the value of having a more highly educated nursing workforce and the efforts underway to achieve this goal, including statewide models of academic progression, baccalaureate degree completion programs, and articulation agreements between community colleges and university-based programs to facilitate seamless credit transfers between programs. The paper also includes a table profiling more than a dozen studies, which provide evidence of the positive impact that advanced education has on patient care.

The new position statement, as well as an executive summary, can be downloaded from the AACN Web site at www.aacnnursing.org/News-Information/Positions-White-Papers.
Q&A with Tener Goodwin Veenema

TENER GOODWIN VEENEMA, PhD, MPH, MS, RN, FAAN

Tener Goodwin Veenema, PhD, MPH, MS, RN, FAAN, is a professor of Nursing and Public Health at the John Hopkins University. She was the 2017-2018 Distinguished Nurse Scholar-in-Residence at the National Academy of Medicine (NAM). Through the program, she participated in a year-long leadership opportunity working at the National Academies of Sciences, Engineering, and Medicine and influencing health policy.

Dr. Veenema is an internationally recognized expert in disaster nursing and public health emergency preparedness. As president and chief executive officer of the Tener Consulting Group, LLC, she served as senior consultant to the U.S. Government, including the departments of Health and Human Services, Homeland Security, and Veterans Affairs, the Administration for Children and Families, and most recently the Federal Emergency Management Agency. Her decision-support software and information technology applications for disaster response have been presented at conferences around the globe. Her scholarship includes the leading international text in the field, Disaster Nursing: Disaster Nursing and Emergency Preparedness for Chemical, Biological and Radiological Terrorism and Other Hazards (Springer, 3rd Edition, 2013).

Dr. Veenema is a recipient of the International Committee of the Red Cross Florence Nightingale Medal, the highest international distinction a nurse can achieve, and the Visiting Fulbright U.S. Scholar Award.

What is the National Academy of Medicine Nurse Scholar in Residence and how were you selected for this post?

The National Academy of Medicine (NAM) Distinguished Nurse Scholar-in-Residence, supported for nearly 30 years by the American Academy of Nursing, the American Nurses Association, and the American Nurses Foundation, is a year-long opportunity for a fellow of the Academy to engage with nurse leaders and other scholars at NAM while helping to develop health policy at the federal level. I was selected for this honor as my career’s work in disaster preparedness and public health emergency management aligned well with several of the initiatives that the National Academy of Medicine Science Board was working on. I was also a member of two NAM consensus studies at the time of my selection.

How did you first become interested in the field of disaster nursing and emergency preparedness?

When I was 15 years old and started volunteering in the emergency department of Mt. Sinai Hospital in Hartford, Connecticut! I was the first-ever candy striper to be allowed to volunteer in the emergency department. I fell in love with the pace of emergency health services, the challenge of never knowing what was going to come through the door, and the ability to be there when people really needed help. Many years later while working as a pediatric nurse practitioner in the ED, I started reading a lot about chemical, biological, radiological, nuclear and explosive (CBRNE) emergencies, and I quickly realized that most healthcare workers were not prepared to deal with these types of events. I was always a voracious reader, so I educated myself on disasters, large-scale public health emergencies, and CBRNE events.

How is “preparedness” quantified?

In my field, that’s the million-dollar question! Many federal officials, scientists, and members of the medical and public health communities are continuing to work to identify better metrics for evaluating health systems and workforce preparedness. The reality is that you find out whether you were prepared after the event occurs. I live by the mantra that it is okay to hope for the best, as long as you are prepared for the worst!

Which types of emergencies are nursing-intensive events?

There are few disasters or public health emergencies that are not nursing-intensive events. Nurses will be needed across all sectors and disciplines to respond to disaster events. Catastrophic events such as pandemic influenza, a bioterrorist attack, or a nuclear event will create a significant burden to the U.S. healthcare system and any of these events will be especially nurse intensive. Disaster nursing is “everyone’s subspecialty.”

In general, have you found that nurses are ready and willing to respond to a large-scale radiation release?

According to my research and that of others, nurse willingness to respond to a large-scale radiation release will be multifactorial. It will depend on the nurse’s perception of personal safety and sense of clinical competence, which is directly

Continued on page 5
related to knowledge, skills, and abilities, and the safety of family and friends.

Are nurse roles and responsibilities generic across all emergency events?

Nurses’ roles and responsibilities will vary depending on the type, scope, and duration of the disaster event. When we categorize disasters and large-scale public health emergencies, we place them into one of four “buckets.” Recent history confirms that the burden of disasters and public health emergencies is increasing. Nowhere is this burden more evident than on the U.S. healthcare system, public health departments, and their staff. Hurricanes Irma, Harvey, and Maria (2017); Hurricanes Florence and Michael (2018); western wildfires; mudslides; tornadoes; a volcanic eruption in Hawaii, to name just a few, have all contributed to revealing persistent gaps in health systems readiness. The ubiquitous threat of emerging and re-emerging infectious diseases, a growing wave of social unrest and urban gun violence in U.S. cities, concern for the electrical grid, and recent and widespread breaches in cybersecurity also contribute to a rapidly evolving threat profile to population health. The role of the nurse will vary depending on the type of disaster event, where it occurs, how long it lasts, and how it relates to the type of organization for which the nurse works or responds.

Are U.S. schools of nursing adequately preparing the next generation of nurses for public health emergencies?

There is great variability across what U.S. schools of nursing are teaching. Most are not providing comprehensive disaster and public health emergency content and much of the current nursing workforce may not have received adequate education and training regarding how to respond and ensure that it is threaded throughout all nursing programs of study. Faculty should seek and incorporate high quality resources for teaching this content (e.g., ASPR TRACIE, the National Library of Medicine Disaster Information Management Center, CDC Office of Emergency Preparedness and Response) into their courses. My textbook Disaster Nursing and Emergency Preparedness for Chemical, Biological, Radiological Terrorism and Other Hazards is another great resource and has toolkits that can be downloaded into courses for free.

What National Academy of Medicine (NAM) activities should schools of nursing be aware of?

All of them! The National Academy of Medicine explores healthcare topics relevant to Congress and the nation in an independent and unbiased scientific approach. Consensus studies, national workshops, and standing committees and forums provide current, valid, and reliable reviews of the evidence to inform practice, education, and policy. Nurses should be vigilant of their published reports and use them to inform their work.

In a study we conducted in collaboration with AACN in 2018 of almost 800 US schools of nursing, the primary reasons cited by respondents were inadequate time in the curriculum, topic not mandated in BSN or MSN Essentials document, topic not mandated by state board of nursing, no qualified faculty to teach, and no perceived risk of this type of event for our area. Thematic analysis of the open-ended responses revealed that respondents indicated that it never occurred to them to teach radiation/nuclear content, respondents were not sure why their school did not teach radiation/nuclear content, they teach other disaster preparedness but not this topic specifically, or they believe it is taught elsewhere on campus. Nearly one in three respondents indicated that this topic is either not relevant to their school, there is no perceived risk of this type of event in their area, or they indicated that the topic is not relevant to nurses.

What can AACN member schools do to increase the awareness of the need for radiation/nuclear emergency preparedness?

The first step is to ensure that their school has a radiation/nuclear annex to the school’s current emergency operations management plan and that they drill to test their own level of preparedness. Curriculum committees should review their current disaster and public health emergency preparedness content and
AACN’S SPRING ADVOCACY DAY

More than 400 AACN member deans and students attending the Deans Annual Meeting and the Student Policy Summit convened on Capitol Hill in Washington, DC on March 25 to educate federal legislators on programs and legislation impacting nursing education, research, and practice. Representing 45 states and the District of Columbia, the participants visited the offices of their Senators and Representatives and attended a reception later in the day. Nearly 450 messages were sent to Senate and House offices via AACN’s Action Alert.

Shown here is the contingent from three Maryland schools of nursing: University of Maryland, Johns Hopkins University, and Salisbury State University.

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- Acute Care Nurse Practitioner (R000019480)
- Lead - Acute Care Nurse Practitioner (R000019479)
- RN to BSN Program (R000019310)

Interested candidates, please visit https://jobs.gcu.edu/ for full job descriptions and application instructions.

GRAND VALLEY STATE UNIVERSITY

Tenure Track Faculty Position – PhD or DNP

Located in beautiful downtown Grand Rapids, Michigan, the Kirkhof College of Nursing at Grand Valley State University is seeking to fill multiple tenure-line faculty positions.

Special note: Immediate need for a certified psych mental health nurse practitioner to collaborate with psychiatrist, work within our academic nurse managed health center, and provide oversight for psych mental health nurse practitioner certificate program.

Responsibilities include:
- Instruct and facilitate meaningful learning of the course competencies in the curriculum and proactively support all facets of the campus and online learning environment for an exceptional student experience.
- Provide professional education through student-centered instruction that enables graduates to fulfill the evolving needs of clients and society.
- Participate in curriculum and course development and on university and college committees

Required Qualifications:
- Earned doctorate in nursing or related discipline; if earned doctorate is not in nursing, master’s degree must be in nursing. If doctorate was earned via a BSN to doctorate, doctorate must be in nursing (DNP or PhD), and requirement for a master’s degree is waived.
- Experience teaching in a baccalaureate program and higher degree program in nursing
- Ability to work collaboratively with colleagues and students
- Commitment to scholarship
- Excellent oral and written communication skills
- Ability to work effectively in multicultural settings with demonstrated commitment to diversity

Desired Qualifications:
- Online teaching experience
- Experience in grant writing with success in obtaining external funding
- Experience in interdisciplinary teaching and scholarship
- Commitment and evidence of success in working with non-traditional learners
- To learn more about this and other exciting opportunities, visit www.gvsu.edu/kcon/careers.

OAKLAND UNIVERSITY

Associate or Assistant Professor

The Oakland University School of Nursing is seeking applications from exceptional nurse researchers and educators for one tenure track position at the rank of Associate or Assistant Professor to begin August 15, 2019. Applicants will be expected to engage in scholarly activities, teach undergraduate and graduate courses and demonstrate a commitment to service. Candidates will have completed a doctorate (PhD, DNP, DNSc etc.) from an accredited university. Those who are enrolled in a doctoral program and are all but completed with their dissertation or doctoral project may be considered if they can demonstrate evidence of degree completion prior to employment. Mental health background, advanced practice certification is desirable, but all qualified applicants will be considered. Rank will be determined based on the successful candidate’s skills and experience.

A successful candidate at the associate level will have an active research program with a strong publication record, evidence of application for internal and external funding, evidence of quality teaching, and a track record of engaged service. Candidates must be able to demonstrate exceptional written, oral and interpersonal communication skills and provide evidence of community/service engagement. Candidates must demonstrate experience with or a commitment to diversity and inclusion.

Minimum qualifications: Candidates will have completed a doctorate (PhD, DNP, DNSc etc.) from an accredited university. Applicants who are enrolled in a doctoral program and are all but completed with their dissertation or doctoral project may be considered if they can demonstrate evidence of degree completion prior to employment.

The School of Nursing offers high quality and accessible education through CCNE accredited programs, including basic BSN, RN-BSN, BSN 2nd degree, DNP in nurse anesthesia, MSN in family nurse practitioner, adult-gerontology nurse practitioner, forensic nursing and a post-master’s DNP.

Special Instructions: To apply, upload a curriculum vitae (CV), cover letter, a statement of teaching philosophy, a research statement, contact information for two professional references and unofficial transcripts. Questions may be directed to Dr. Zorica Kauric-Klein, zkauricklein@oakland.edu. Candidates will additionally provide a Diversity Statement that describes their interest or efforts in furthering diversity and inclusion, e.g., through mentoring, pedagogy, activism, faculty recruitment/retention, or research on issues related to diversity and social inequality. http://jobs.oakland.edu/postings/15450

Oakland University is an Affirmative Action/Equal Opportunity Employer and encourages applications from women and minorities.

Continued on page 7
SPRING HILL COLLEGE

Full-Time Nursing Faculty Member: Pediatrics / Adult Health. Begins Fall 2019

Spring Hill College Division of Nursing, Mobile Alabama. One full-time faculty position available. Must have M.S.N., earned doctorate in nursing/related field, or current doctoral student. Prefer current background in theory and clinical in Pediatrics and Adult Health (including Critical Care). Requires teaching expertise in courses throughout a graduate and undergraduate curriculum, as well as online teaching. List of application materials found at http://www.shc.edu/jobs Contact: Dr. Terran Mathers, Nursing Division Chair; at tmathers@shc.edu

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UNIVERSITY OF CENTRAL MISSOURI

The University of Central Missouri (UCM) invites applications for Chair of the School of Nursing. See https://jobs.ucmo.edu/ for a complete position description and application instructions (position # 999938). The school offers a BSN with an RN to BSN option and an online MS program with Nurse Educator and Family Nurse Practitioner emphasis areas. Personnel in the school consists of 16 full-time faculty and four staff positions with a total budget of $1.8 million. The Chair will have duties both at the main UCM campus in Warrensburg, MO and at the Missouri Innovation Center in Lee’s Summit, MO. Review of completed applications begins March 25, 2019. Appointment begins July 1, 2019. University of Central Missouri is an AA/EO/EADA. Women and minorities are encouraged to apply.

UNIVERSITY OF WEST GEORGIA

The University of West Georgia (http://www.westga.edu/) is a comprehensive university with an enrollment of over 13,000 with a diverse student population from 42 Georgia counties and 37 states. The University of West Georgia is a charter member of the University System of Georgia and accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The main campus is located in Carrollton, a vibrant city 45 minutes from Atlanta. The Newnan Center, located 25 miles from Carrollton, is a vital part of the University.

The University of West Georgia Tanner Health System School of Nursing strives for “educational excellence in a caring environment” with over 550 students. SON instructional facilities include state of the art simulation spaces in Carrollton and Newnan. The pre-licensure BSN program features an innovative concept-based curriculum. The RN to BSN program is 100% online. Graduate programs are online and ranked in the top 50 online programs by the US News and World Report for five consecutive years. The MSN offers tracks in Nursing Education or Health Systems Leadership with an option for the AACN- CNL Role. The EdD in Nursing Education program is designed to prepare nurses for the faculty role.

Faculty Positions/Qualifications: Tenure-track academic-year faculty appointment requires MSN and doctorate in nursing or related field. Non-tenure track academic year faculty appointment requires MSN, doctorate in nursing or related field preferred. Both available with a start date of August 1, 2019. Preferred qualifications include certified nurse practitioners with doctoral degrees and teaching experience. Rank and salary are commensurate with qualifications and experience. See website for full job announcements. https://www.westga.edu/academics/nursing/employment-opportunities.php

Interested Applicants: Review of applications will begin immediately and continue until the position is filled. Please send your letter of application, three letters of recommendation, and curriculum vitae to: Lisa Robinson, Chair of the Search Committee lisar@westga.edu (email applications preferred)

University of West Georgia Tanner Health System School of Nursing
1601 Maple Street, Carrollton, Georgia 30118

The University of West Georgia is an Affirmative Action/Equal Opportunity Employer. Please be advised that should you be recommended for a position, University System of Georgia Board of Regents policy requires the completion of a background check as a prior condition of employment.
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CV & cover letter to: Dr. Carol Musil, Interim Dean, Frances Payne Bolton School of Nursing, by email to: mtr2@case.edu.

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To apply, send cover letter, curriculum vitae, a 2-page personal research statement, and names and contact information of 3 references to bbroome1@kent.edu.

Questions regarding the position can be directed to the Chair of the Search Committee, Dr. Barbara Broome, Dean of the College of Nursing. Review of applications will continue until the position is filled.

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Interested individuals are asked to submit their CV and a letter addressing their experiences that fulfill the criteria for this position to Julian Tunno, Manager of Executive and Faculty Recruitment at jtunno@uams.edu. Contact Julian Tunno by phone at 501-686-2590.

Written nominations, inquiries, and applications (including emails) may be subject to disclosure under the Arkansas Freedom of Information Act.

University of South Carolina College of Nursing
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To apply https://uscjobs.sc.edu/
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