

Phyllis Kritek to Host Interactive Sessions at AACN Summer Seminar



Expert presenter and former nursing dean Dr. Phyllis Kritek will host interactive sessions focused on implementing creative conflict engagement

strategies, transforming how to approach conflict resolution and enhancing leadership effectiveness. This year's Summer Seminar will be held in Stowe, VT, July 19-22.

Summer Seminar Will Explore Conflict Resolution Strategies

The beautiful Stowe Mountain Resort in Stowe, Vermont will be the sight for this year's AACN Summer Seminar—Reframing the Conversation: Essential Skills for Transformational Leadership, to be held July 19-22.

Drawing on over 25 years of experience coaching nurse leaders, seminar presenter Dr. Phyllis Beck Kritek will describe the range of essential conflict engagement

competencies that you can use to seek resolution when disagreements arise. Come explore the dimensions of conflict engagement, discover the power of curiosity in responding to challenges, and imagine the freedom and creativity implicitly available in the mastery of these skills. You may even discover that this exploration can be fun and personally enriching!



This three-day workshop will help you to explore the mental map of complex adaptive systems, test its implications for responses to differences and conflict, and imagine alternative personal responses. Discover how to approach conflict as an invitation to expanding self-awareness, creativity, and transformation.

This seminar will help you to:

- Explore creative conflict engagement strategies that leverage your imagination and curiosity.
- Gain practical experiences in adapting your mental maps to transform how you approach conflict and move toward resolution.
- Strengthen less-developed conflict engagement skills to enhance your leadership effectiveness

An internationally known nurse scholar, writer, and speaker, Dr. Kritek is widely recognized for her thought leadership in the areas of conflict resolution, organizational development, gender and diversity communications, generational relationships, globalization, and leadership development. She is frequently engaged as a facilitator by organizations and healthcare agencies seeking to create effective strategic changes. Dr. Kritek also is noted for her unique ability to create conceptual maps that assist individuals and groups in grappling with challenges and dilemmas.

Dr. Kritek has been published extensively. Her book, *Negotiating at an Uneven Table: Developing Moral Courage in Resolving Our Conflicts*, is used internationally as a resource for addressing conflicts among participants with uneven power bases.

Bring family and a team of colleagues to enjoy the beautiful Stowe Mountain Resort while learning valuable leadership strategies.

For more information and to register, visit the [Summer Seminar](#) page on the AACN Web site.

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Winners Announced for GNSA Video Contest

In recognition of National Nurses Week, AACN's [Graduate Nursing Student Academy \(GNSA\)](#) held a video contest, *My 2020 Vision for Nursing*, in which participants were invited to submit brief videos describing what they foresee in 2020 for the nursing profession. Among the themes of the submitted videos were the importance of caring for the growing aging population, collaborating with other health professionals for the delivery of quality patient care, and answering the call for advancing education to help bridge the nursing faculty shortage and educate the next generation of nurses. To view all submitted videos, visit the [GNSA YouTube channel](#).



Winners:



Overall Winner
[Nicole Osier](#)
([University of Pittsburgh](#))



MSN Winner
[Kimberly Perris](#)
([University of San Francisco](#))



DNP Winner
[Michelle Anderson](#)
([Idaho State University](#))



PhD Winner
[Scott Kaye](#) ([The Graduate Center of the City of New York](#))

Joan Stanley Honored by the University of Maryland as Visionary Pioneer



David Vlahov and Joan Stanley at the University of Maryland School of Nursing Anniversary Gala

AACN Senior Director of Education Policy Dr. Joan Stanley was among those honored as a Visionary Pioneer by the University of Maryland School of Nursing (UMSON) as part of the school's 125th anniversary gala celebration on April 18 in Baltimore.

Others honored by UMSON as Visionary Pioneers include Dr. Rachel Z. Booth (AACN past president; former dean, University of Alabama at Birmingham School of Nursing), Darlene J. Curley (executive director, Jonas Center for Nursing and Veterans Healthcare), Dr. Dorrie K. Fontaine (dean, University of Virginia School of Nursing), Dr. Pamela V. Hammond, (provost, Hampton University; former dean, Hampton University School of Nursing), Dr. Donna S. Havens (interim dean and professor, University of North Carolina at Chapel Hill), Dr. Patricia G. Morton (dean and professor, University of Utah College of Nursing; editor, *Journal of Professional Nursing*), and Dr. David Vlahov (AACN board member; dean and professor, University of California, San Francisco School of Nursing). For a complete list of honorees, [click here](#).

Don't Miss the AACN Webinar on Simulation Design

AACN offers free Webinars each month to meet the professional development needs of nursing school staff, faculty, students, and other constituents. American Nurses Credentialing Center contact hours will be awarded to those who attend the entire Webinar and complete the electronic evaluation process after the Webinar.

June 23 at 2:00 - 3:00 pm (ET)

[New Standards of Best Practice: Simulation Design](#)

[Click here](#) to view all Webinars (including archives), submit future topics, and search for Webinars by date and topic.

For assistance in registering for Webinars, contact Brianna Bruce, Faculty Programs Coordinator, at bbruce@aacn.nche.edu or 202-463-6930, ext. 261.

Call for Proposals from the One Health Initiative

One Health Interprofessional Education Initiative is a collaborative effort of multiple disciplines – working locally, nationally, and globally – who strive to attain optimal health for people, animals and our environment. The initiative seeks to integrate One Health concepts into the degree programs of health profession students through the case study method of instruction. To accomplish this goal, a Working Group in collaboration with the Association for Prevention Teaching and Research and the Healthy People Curriculum Task Force has been formed. The Working Group has developed a broad-based One Health Educational Framework designed for use in all health professions education.

The One Health Case Study project aims to engage faculty in developing interprofessional teaching cases as well as case studies specific to an individual field of study. They are seeking proposals for new, previously unpublished case studies. Proposals are due by Friday, June 12, 2015. For further details, view [call for proposals](#).

Call for Nominations for the Exemplary Academic-Practice Partnership Award

This award—which recognizes AACN member institutions involved in highly productive and model academic-practice partnerships—is presented annually at the AACN Fall Semiannual Meeting. The partnership should demonstrate a commitment to the [Guiding Principles for Academic-Practice Partnerships](#) developed by AACN and the American Organization of Nurse Executives (AONE).

The deadline to submit a nomination is June 19. Submissions should be sent to AACN Chief Operating Officer Jennifer Ahearn at jahearn@aacn.nche.edu. For more information on this award, click [here](#).

AACN Selects Leading Consulting Firm to Investigate Ways to Maximize Nursing's Contribution in Academic Health Centers

AACN has announced that Manatt Health Solutions has been selected to conduct a national survey and assessment on how to best position nursing schools to thrive within academic health centers (AHCs). This groundbreaking report will take a critical look at the current state of academic nursing in AHCs and offer recommendations for better integrating nursing schools into the broader clinical enterprise and governance structure within AHCs.

“AACN is pleased to have the opportunity to work with the experts at Manatt to study how to fully leverage nursing schools within academic health centers to ensure long-term success and sustainability,” said AACN President Eileen T. Breslin. “Findings from this report will have implications for the larger nursing education community since most nursing schools rely on AHCs as clinical training sites, research centers, employment hubs for graduates, and as the source for faculty.”

In January 2015, the AACN Board of Directors approved the commissioning of a comprehensive study on how to elevate nursing's role in academic health centers. Nationally, AHCs are regional centers for health professions education, research, and patient care, which prepare more than 200,000 practitioners annually from across disciplines, including nursing, medicine, pharmacy, dentistry, and allied health. Though 100 schools of nursing are affiliated with AHCs, organizational structures vary widely, and nursing's contribution to the overall health enterprise is uneven. “The best practices and exemplars identified in this report may be leveraged by all nursing schools to advance their education, research, and practice missions with the goal of improving the nation's health and health care,” added Dr. Breslin.

The Manatt study, which encompasses a nursing alignment survey, leadership interviews, and a one-day summit with key stakeholders, will help AACN identify best practices and successful models for fully integrating nursing schools into the governance and operation of AHCs. The final report is due in October 2015, and key findings will be presented at AACN's Fall Semiannual Meeting in Washington, DC.

Exemplars Needed: Overcoming Barriers to Offering a Post-Baccalaureate

Last fall, AACN released the results from a national study conducted by the RAND Corporation titled *The DNP by 2015: A Study of the Institutional, Political, and Professional Issues that Facilitate or Impede Establishing a Post-Baccalaureate Doctor of Nursing Practice Program*. The report outlined some common barriers confronting schools moving to offer a post-baccalaureate DNP, including a lack of faculty, costs and budgetary concerns, regulatory barriers, insufficient clinical sites, concerns about maintaining enrollment levels in APRN programs, lack of employer awareness/demand for DNP-prepared nurses, and resource challenges associated with overseeing DNP final projects.

AACN is currently seeking exemplars from schools of nursing that were able to launch a post-baccalaureate DNP program, despite facing significant challenges. Please share your success story with us so we can help other schools navigate this same journey. AACN is planning to spotlight these exemplars in our conference and webinar programming as well as through other communication platforms. Please send your exemplars to AACN's Director of Educational Innovations, Dr. Karen Kesten, at kkestn@aacn.nche.edu.

Interview with Kathleen Gallo

Kathleen Gallo, PhD, MBA, RN, FAAN

Senior Vice President and Chief Learning Officer, North Shore-LIJ Health Care System; Dean and Professor, Hofstra North Shore-LIJ School of Graduate Nursing and Health Professions; and Member, AACN Futures Task Force



Dr. Kathleen Gallo is senior vice president and chief learning officer for the North Shore-LIJ Health System. Under her leadership, the Center for Learning and Innovation—North Shore-LIJ's corporate university—and the Patient Safety Institute were created to transform the health system into a learning organization by strategically focusing on workforce development. Dr. Gallo is also the founding dean of the Hofstra North Shore-LIJ School of Graduate Nursing and Health Professions. Dr. Gallo is responsible for leadership development

throughout the organization as well as the creation and implementation of a comprehensive learning strategy.

A noted author and speaker, Dr. Gallo has collaborated with Dr. Lawrence Smith in a Springer publication entitled *Building a Culture of Patient Safety Through Simulation: An Interprofessional Learning Model*.

Dr. Gallo received her BSN from Excelsior College, University of the State of New York; an MSN degree from the State University of New York at Stony Brook; a PhD (Nursing) from Adelphi University, Garden City, NY; and a Master of Business Administration, also from Adelphi University.

the hospital CNO contacted me and asked if I would take the position of CNS in the emergency department. I agreed and had a joint appointment with the school and hospital. Eventually I was asked to be the director of the emergency department. During that time, I was encouraged by the dean of the school to pursue my PhD in nursing at Adelphi University. The dean was a strong influence in my career and a wonderful mentor. While attending school for the PhD, I took an elective course in economics and subsequently became interested in business, which led me to go for an MBA. The MBA is a great toolkit for management and leadership, and it's great if you can apply that toolkit to a job you love. I was surrounded by good leaders. Among the things I learned as a leader is that making mistakes is good (unless it's clinical!); you learn and keep going. Fail fast, learn quickly.

I was asked to return to the North Shore Health System when they were expanding, as the system administrator for emergency medicine. At that time, there were approximately 10 to 12 hospitals in the system. I was very much involved regionally in setting standards for emergency departments of those hospitals. From there, one thing led to another. I was asked to lead our emergency medical services division, where I oversaw (at that time) 300 emergency medical technicians and paramedics, and 75 ambulances, as well as emergency medicine and emergency management. Three years later, I was asked to develop and take on the role of chief learning officer for the organization. This was a new role in health care. I contacted Jack Welch's (General Electric) chief learning officer, Steve Kerr, to learn "what chief learning officers do." The role was created at GE – so I went with the originators and to this day Steve Kerr is still a mentor and friend. The purpose of the role is to enhance the organizational capability of what had become the North Shore-LIJ Health system. We were entering a time when rapid change was going to be upon us, and we needed a strategic structure and function in place whereby we could infuse new competencies within the organization, get rid of the

1) Where did your nursing career begin?

Interestingly enough, I started out in business, working for a large textile company, but it wasn't fulfilling my needs in terms of doing interesting work. My best friend was a student at nursing school, and she would talk about her clinical experiences, which sounded interesting to me. I went home one day and told my mother, "I think I want to go to nursing school." We did some research and my mother suggested I go for my LPN, because I wasn't sure if I wanted to go for four years. I went to the Hospital for Special Surgery in Manhattan, and right away fell in love with it. My instructor had such an impression on me as a professional woman; I thought "I want to be just like her." I became president of the class, and I loved my experience there. My first job was there at the Hospital for Special Surgery. But over time, I did not find my job there to be terribly exciting. I left to work at Elmhurst General Hospital in Queens, a city hospital. I wanted a broader experience, so I requested being placed in the "float pool." In doing that and working

in various departments, I really fell in love with the emergency department. From that day on, I found what I wanted. Several years later, after getting married and having 2 sons 17 months apart, I was employed as an emergency nurse at North Shore University Hospital and stayed in that specialty for two and half decades, at North Shore and at Stony Brook University Hospital. I went from being a staff nurse all the way up to being an educator and then administrator. I really fell in love with emergency and trauma. I don't think a career path is necessarily a straight line. You always have to keep seeking out what puts the flame in you.

2) How did you make the transition to leadership?

While I was working at Stony Brook I completed my master's degree and in those days, when you graduated with a master's you were a nurse practitioner as well as clinical nurse specialist. I loved the clinical specialist role. I also taught health assessment at the Stony Brook School of Nursing. While I was teaching at the school,

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Interview with Kathleen Gallo

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unnecessary ones, and become a learning organization. Essential to success for our organization is to be nimble, quick, and aligned with a changing marketplace. This new role, reporting to the CEO and President, really put me into a strategic business role. While I knew I had a lot to learn, I felt that all my education and work experience gave me a nice foundation to grow into a senior executive.

3) When and why was the North Shore-LIJ Center for Learning and Innovation established?

When we first created the Center for Learning and Innovation (2001) we focused on programs for managers and directors. We began with management and leadership development programs to build business competencies for this group of leaders. We also thought that it was important to bring in Six Sigma and LEAN competencies into the organization – as an organizational skill set. Being a clinician, I always wanted to tackle the issues of quality and preventable medical errors within the context of the clinical team. I went outside of healthcare to get a different perspective, and I contacted the chief learning officer for JetBlue who was responsible for training commercial pilots. He spoke to me about simulation training, and I took almost a year to research that, ultimately deciding that's what we need to do. We launched the Patient Safety Institute (PSI) in 2005. PSI is now one of the largest interprofessional clinical simulations centers in the country. It also serves as a campus for the Hofstra-North Shore-LIJ School of Medicine.

4) What is your role with the Patient Safety Institute at North Shore-LIJ Health System?

As the chief learning officer, the Institute is under my auspices. Within the Center for Learning and Innovation is the Patient Safety Institute. The vice president for interprofessional education is Barbara DeVoe, who is a DNP, and she is responsible for the daily operations of the Institute. She was with me when the Institute was developed.

5) North Shore-LIJ was one of the nation's first health systems to require a baccalaureate degree for its entry level RNs. What drove this decision?

Evidence. Our chief nursing officer gets all the credit for this. She brought to our senior leadership team the evidence that supports improved patient outcomes with baccalaureate-prepared nurses at the bedside. She educated the C-Suite on outcomes – lower mortality, lower infection rate, etc. We put a transition process in place to only hire BSN nurses. If an associate-degree nurse comes along with stellar clinical experience, he or she must agree—out our expense—to go into a baccalaureate program. Any incumbent associate-degree nurse has a set amount of time to complete the baccalaureate degree, again at our expense. It was a no-brainer based on the evidence out there. You want baccalaureate nurses taking care of your patients.

6) What was the impetus for establishing the Hofstra North Shore-LIJ School of Graduate Nursing and Health Professions?

North Shore and Hofstra is a partnership. The CEO of the North Shore-LIJ Health System and the president of Hofstra University had a meeting 8 years ago and decided to build a medical school. This was after the moratorium on new medical schools was lifted. The call was for the school to be innovative. We had our first graduating class this May.

7) What makes this partnership innovative?

The partnerships allows for the curriculum to be innovative. It is not the traditional two years of science, two years of clinical. We have the first 100 weeks and second 100 weeks. In the first 9 weeks, students have their medical school curriculum as well as the New York State EMT curriculum. They're on the health system ambulances in week 3. They're learning right from the get-go what it's like to be part of the team, what the

handoff to the emergency department is like, and they are introduced to care of the patient by week 3. The students are also connected to the community right away. So it's an entirely different model. We knew that once the timing was right, once the medical school was fully accredited, then we were ready to begin our School of Graduate Nursing and Health Professions. Upon New York State approval, the program will be a master's degree in science with a major in nursing, focusing on two patient populations—family nurse practitioner and adult-gerontology in acute care. We will eventually apply for the DNP degree because it's the appropriate degree for nurse practitioners. Our health system has 21 hospitals, 12,000 nurses, 400 ambulatory sites, etc. We will have clinical sites, one of the largest simulation centers in the country, a standardized patient program and facilities, and the Bioskills Education Center. We have an interprofessional faculty. The curriculum and the business needs of the delivery system align very tightly.

8) What roles do you envision for nurses with the Doctor of Nursing Practice degree in today's healthcare system?

We have quite a few DNPs now. Between the hospitals and the healthcare industry in general, it has become very complex as to how best to deliver care. We felt in order to be innovative and evidence-based, we needed a cadre of people prepared at the doctorate level. We have significant outcomes that our DNPs have produced. Many have been promoted to leadership positions or are leading system wide initiatives.

9) What is the biggest challenge ahead for professional nursing?

Nursing should be taking the lead in driving interprofessional education and practice. That is where the delivery of health care is shifting toward. Strategically, we should engage our non-nursing healthcare colleagues and together

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Open House - RSVP NOW

June 11-12 at Simmons College in Boston, MA

Don't Miss the NursingCAS Open House in Boston!

Join AACN for a [free enrollment management workshop](#) and open house to learn more about what NursingCAS can do for your program and applicants.

June 11 – 12

[Click here to RSVP](#)

What is NursingCAS?

- NursingCAS is a centralized application service for prospective students to research and apply to RN diploma, associate degree, baccalaureate, master's, and doctoral programs at [participating nursing schools](#) nationwide using one, online application.
- NursingCAS also provides administrative services including the processing and management of transcripts, supporting materials, calculating GPAs, and providing applicant service and support.
- The applications and materials submitted via NursingCAS are made available to schools via web-based admissions software called [WebAdMIT](#). Participating schools can grant access to any staff to use the system to manage and analyze their applicant pool. Schools can have an unlimited number of users with customized access. Ongoing training and support is provided.

How to join NursingCAS

Schools interested in using the new NursingCAS platform should direct questions to AACN's NursingCAS Director, Caroline Allen, at callen@aacn.nche.edu or 202-463-6930 ext. 258.

LANP Fellows – Please Return Your Survey

Were you a Leadership for Academic Nursing (LANP) Fellow? If so, have you completed your [2015 AACN LANP Survey](#)? AACN is conducting a brief survey of all LANP Fellows to assess possible outcomes related to LANP (i.e., primarily, we would like to know where you were in your career when you participated in the LANP and where you are now). The survey is brief—only 15 questions, and most can be answered easily with a click of your mouse. All questions are optional, but we sincerely appreciate any effort to answer all 15 questions.

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we should create innovative patient-centered solutions. I think all healthcare disciplines need to become aligned with the rapidly changing marketplace and nursing should take the lead.

10) What advice do you have for someone considering a nurse career?

Nursing is a great career because of the flexibility and the opportunities that it presents. It's flexible with respect to family life and quality of life. The opportunities are enormous. If you work hard, get the right education, be both professional and a continuous learner, you can have any job, from staff nurse to chief executive officer. It's a wonderful career, but careers are not a straight line; when you're tapped for a position, consider it carefully before declining. You may not think you're ready or the timing may not be right, but you may not get another opportunity. Being a pioneer and/or a risk taker eventually pays off.

Registration Now Open for 2015 Fall IPEC Institute

The Interprofessional Education Collaborative (IPEC) is pleased to announce the next Faculty Development Institute focused on Interprofessional Education: Building a Framework for Collaboration on October 7-9, 2015 at the Dulles Hyatt in Herndon, VA. Faculty teams are invited to come together for a guided learning experience, team-based planning activities, and dedicated time to create actionable plans for implementing projects that advance interprofessional curricula, clinical training and population health experiences, and student assessment. For more details on institute objectives, team composition, and program format, [click here](#).

Those interested in attending are encouraged to [register](#) their teams early.

For more information, contact Program Manager Shelley Porte at sporte@aacn.nche.edu.

News & Information

AACN Staff Nurses Recognized on Social Media during Nurses Week



"Consider starting your career as a nurse in the **armed forces** or the **public health service**.

For me, it was a great opportunity to be a part of something **bigger than myself.**"

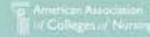
—Dr. Catherine Cox



"Nurses are the key to providing **high-quality, safe patient care.**

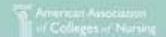
We are privileged to help **make a difference** in the lives of patients and their families."

—Kathy McGuinn



"Always be prepared. When **preparation** meets **opportunity** you have **success.**"

—Dr. Vernell DeWitty



"Connect with **mentors** that you admire. Their **insight and experience** are a gift that can help guide you throughout your career.

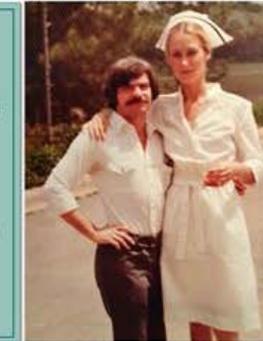
Remember to **pay it forward!**"

—Lauren Inouye



"Never underestimate the many **fantastic and diverse opportunities** your nursing education provides you!"

—Dr. Joan Stanley



"With the demand for highly skilled nurses rising, the time is right for you to **advance your education**. It's a decision you'll **never regret!**"

—Dr. Deborah Trautman



In recognition of Nurses Week 2015, AACN proudly highlighted the nurses on staff via our various social media outlets. Shown here are some of AACN's nurses, as presented during this special week: (*top row, l. to r.*) Dr. Catherine Cox (Director of Programs), Kathy McGuinn (Director of Special Projects), Dr. Vernell DeWitty (Deputy Director of New Careers in Nursing Program); (*bottom row, l. to r.*) Lauren Inouye (Associate Director of Government Affairs), Dr. Joan Stanley (Senior Director of Education Policy), and Dr. Deborah Trautman (Chief Executive Officer).

Follow AACN on Social Media

Follow AACN on social media (e.g., Twitter, Facebook, YouTube) to receive alerts and announcements, reminders of upcoming conferences and Webinars, program updates, important links, and much more.

It's easy to follow AACN (and its programs). Visit our [Web site](#) to get started.

Certification Exam Waiver for CNL Faculty

Eligibility requirements have been waived for faculty of CNL education programs until December 31, 2016. CNL faculty who meet the following requirements are eligible to sit for the CNL exam:

- Registered Nurse licensure
- Graduate degree in nursing or a related health care discipline (such as healthcare administration or public health) from an institution accredited by an agency recognized by the U.S. Department of Education.
- Teach in an existing CNL education program

CNL faculty need only submit three forms along with payment to apply: [CNL Certification Exam Online Application](#), [CNL Standards of Conduct](#), and [CNL Faculty Eligibility Documentation Form](#).

June 5 is the deadline for students and CNL faculty to register for the CNL exam summer testing period (this applies to July 13–August 7, 2015). [Click here](#) for more information.

Join the CNL Nurses Lounge

CNC offers the CNL Nurses Lounge as an online network designed for CNL faculty and partners. This discussion board includes announcements, news and events, and allows users to ask questions and build professional online profile. Stay connected with colleagues, organizations, and resources that are important to your career by joining the [CNL Nurses Lounge](#).



News & Information

Call for AACN Award Nominations

[Sr. Bernadette Armiger Award](#)

One of AACN's highest honors, this award recognizes a nursing leader who has made significant contributions to AACN and its goals, to nursing education, and to the advancement of the profession. **Deadline to submit a nomination is June 5, 2015.**

[Faculty Teaching Awards](#)

These prestigious AACN honors includes the Novice Faculty Teaching Awards, Scholarship of Teaching and Learning Excellence Award, and Excellence and Innovation in Teaching Award. **Deadline to submit a nomination is June 5, 2015.**

[Innovations in Professional Education Awards](#)

This award recognizes the outstanding work of AACN member schools to re-envision traditional models for nursing education and lead programmatic change. **Deadline to submit a nomination is June 5, 2015.**

[Exemplary Academic-Practice Partnership Awards](#)

This annual award recognizes AACN member institutions engaged in highly productive and model academic-practice partnerships. **Deadline to submit a nomination is June 19, 2015.**

[The Nurse.com/Gannett Foundation Lectureship Award](#)

AACN has a new award commemorating outstanding individual or group contributions that champion diversity, inclusion, and sustainability in nursing education. Please note that self-nominations are not accepted and submissions must be made by representatives of AACN member institutions. **Deadline to submit a nomination is September 15, 2015.**

[Outstanding Dissertation and DNP Project Awards](#)

This award program recognizes and showcases outstanding dissertations and final DNP projects completed by students in research- and practice-focused doctoral programs. Nominations may be made by the dean, doctoral department chair, dissertation committee chair, or capstone project advisor. **Deadline to submit a nomination is September 16, 2015.**

[View All AACN Awards](#)

2015 Faculty Development Survey

As part of our ongoing commitment to provide faculty with timely professional development, valuable services, and networking opportunities, AACN would like your input.

The purpose of this [anonymous survey](#) is to gather information regarding your professional learning and development needs. The survey consists of multiple questions, but many are simply ratings questions, and the entire survey should not take you more than 10-15 minutes to complete. Thank you in advance for taking the time to share your comments with us.

Please direct any questions to [Brianna Bruce](#), AACN's Faculty Programs Coordinator.



ELNEC Summit Set for Hawaii

Make plans now to not only explore amazing places, but also obtain palliative care education, take opportunities to network with other nurses, acquire 12 CEs, and celebrate ELNEC's 15th year of promoting excellent palliative nursing care and education. The August 19- 20, 2015 ELNEC Summit, which will be held in Kona, HI, allows participants to choose one of the following five ELNEC courses to attend: ELNEC-Core, ELNEC-Pediatric Palliative Care, ELNEC-Geriatric, ELNEC-Critical Care, and ELNEC-APRN training courses. After attending this course, you can return to your university with all the teaching materials needed to embed content into existing nursing curriculum or to start a new course.

For those with an interest in palliative care in Asia, plan to arrive on August 18 to hear about the exceptional work in Japan, Korea, Singapore, Philippines, China, and many other countries. To obtain further information and or to register, go to www.aacn.nche.edu/ELNEC.

Attention APRNs: Scholarships Available for Two ELNEC Courses in 2015

Plan to attend the courses in Kona, HI or Dulles, VA. Limited scholarships available, and the June deadlines are approaching. To learn more about the scholarships, [click here](#).

For further information about the ELNEC project, [click here](#) or contact Pam Malloy at pmalloy@aacn.nche.edu

Opportunities

BELMONT UNIVERSITY

Assistant Professor of Advanced Practice Nursing

The School of Nursing at Belmont University is seeking applications for a tenure-track faculty position at the rank of Assistant Professor beginning August 1, 2015.

Job responsibilities include teaching graduate advanced practice nursing core courses in the masters and doctoral nursing programs and mentoring students in their scholarly project work. Ph.D. or progress toward a terminal degree is required; teaching experience, a track record of scholarship, and certification as an APRN are strongly preferred. For additional information about the position and to complete the online application, candidates are directed to <https://jobs.belmont.edu>. An electronic version of a Cover Letter, Curriculum Vitae, Teaching Philosophy, and a Response to Belmont's Mission, Vision, and Values statement articulating how the candidate's knowledge, experience, and beliefs have prepared him/her to contribute to a Christian community of learning and service must be attached in order to complete the online application. Review of applications will begin immediately and continue until the position is filled.

Belmont University seeks to attract and retain highly qualified faculty that share the University's values and will contribute to its mission and vision. Belmont also seeks to attract an active, culturally and academically diverse faculty of the highest caliber skilled in the scholarship of teaching, discovery, application, and integration. Belmont is among the fastest growing universities in the nation. Ranked No. 5 in the Regional Universities South category and named for the seventh consecutive year as one of the top "Up-and-Comer" universities by U.S. News & World Report. Belmont University consists of approximately 7,300 students who come from every state and more than 25 countries. The University's purpose is to help students explore their passions and develop their talents to meet the world's needs. With more than 80 areas of undergraduate study, 22 master's programs and five doctoral degrees, there is no limit to the ways Belmont University can expand an

individual's horizon. For more information, visit www.belmont.edu.

Belmont University is an equal opportunity employer committed to fostering a diverse learning community of committed Christians from all racial and ethnic backgrounds. Under federal law, the university may discriminate on the basis of religion in order to fulfill its purposes. Belmont's Office of Human Resources actively pursues an annual affirmative action plan that outlines the university's commitment to hiring women, minorities, veterans and disabled individuals in all positions. The selected candidate for this position will be required to complete a background check satisfactory to the University.

PACE UNIVERSITY

Pace University's Lienhard School of Nursing is seeking to attract new chairs who are leaders in nursing education and are committed to both institutional and academic excellence as well as personal development and growth.

- Do you aspire to a leadership role or want to enhance your capacity for the future?
- Do you desire to strategically refine the leadership skills needed to advance your career in higher education?
- Are you eager to grow, challenge yourself, and stretch your thinking?
- Have you ever thought of becoming a dean?

If you answered yes to any of these questions, consider a unique opportunity to be mentored, while at the same time having the responsibility for leading a vibrant, CCNE accredited academic program, either undergraduate or graduate. Qualified candidates will become part of a strong leadership team, and have the potential to be tenured at the time of appointment.

We have a robust onboarding plan that includes working with senior members of the leadership team to sharpen skills in critical areas such as:

- The roles of the chairs and deans
- Leadership communication skills, including negotiation and how to hold crucial conversations
- Marketing and communications

- Enrollment management, including recruitment and conversion
- Participation in and networking at selected internal and external programs focusing on the development of leadership skills
- And more

In addition, we have excellent support for advancing your scholarship, including grant submissions and management, coaching by our Associate Dean for Nursing Scholarship, generous released time, assistance from external consultants, graduate research assistants, and much more. We also provide assistance for you to make the move if you are outside of the area. We have an excellent assessment and ongoing program improvement process based on appreciative inquiry, which is a model for the University.

Our faculty consists of excellent teachers and scholars; many have a presence in national organizations, as fellows of the American Academy of Nursing and the National Academies of Practice, and members of the New York Academy of Medicine.

If you are eager for leadership development, and are committed to the role of an academic leader, this is an extraordinary opportunity to work with our exceptional leadership team. To explore this opportunity further, please visit <http://www.pace.edu/lienhard/chair-positions>.

PENN STATE HARRISBURG

Nursing Instructors Behavioral Sciences and Education

Penn State Harrisburg's School of Behavioral Sciences and Education seeks candidates for two 36-week faculty appointments in the College of Nursing Accelerated Second Degree and RN to BS Nursing Programs. Both positions are Fixed-Term I with full, annualized benefits and high likelihood of annual renewal. The Nursing-FASP position is for fall and spring semesters. The Nursing-SUFA position is for summer and fall semesters. Please indicate

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the position (*Nursing-FASP, Nursing-SUFA, or both*) to which you are applying.

Candidates must have a Master's degree in Nursing and a current PA nursing license. A doctoral degree is highly preferred, and eventual achievement of the doctorate is expected. Experience teaching in higher education is desirable. Primary responsibilities include classroom instruction and clinical course coordination, simulation, and clinical teaching in one or more of the following specialties: medical-surgical, maternal-child health, pediatrics, and general critical care. The BS Nursing program is fully accredited by the ACEN and CCNE. For additional information about nursing at Penn State Harrisburg visit <http://harrisburg.psu.edu/behavioral-sciences-and-education/nursing/bachelor-science-nursing/>. Information about the College of Nursing is available at <http://www.nursing.psu.edu/>.

Review of applications will begin immediately and continue until both positions are filled. Applicants should submit a cover letter, curriculum vitae, transcripts, and three letters of reference to <http://psu.jobs>, job number 57478. Supplemental evidence of teaching may also be submitted.

*Program Coordinator/Instructor, Nursing Program
Behavioral Sciences and Education*

Penn State Harrisburg's School of Behavioral Sciences and Education invites applications for an Instructor who will also serve as Program Coordinator of the Nursing Programs and work in collaboration with Penn State's College of Nursing and the Director of the School of Behavioral Sciences and Education to coordinate management of the on-site Nursing Programs. Penn State Harrisburg Nursing Programs offer the Bachelor of Science (RN to BS) and an accelerated Second Degree Program (BS). The programs are accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN) and the Commission on Collegiate Nursing Education (CCNE). Responsibilities include academic and fiscal administration of the programs; working closely with senior administrators and providing leadership and mentoring to nursing faculty;

teaching; maintaining relationships with clinical affiliates; managing enrollment; providing evaluative comments on faculty performance; and assisting in the evaluation and development of the curriculum. Instruction may include using online or face-to-face delivery and teaching day or evening classes. The successful candidate will be expected to engage in scholarly activities to stay current in the discipline. Possible areas of specialization include child health, mental health, community health, and adult health.

A doctoral degree is required. Additional requirements include eligibility for Pennsylvania Registered Nurse licensure, administrative experience, teaching experience in baccalaureate nursing programs, evidence of scholarship, skill in a collegial approach to decision making, enthusiasm for a multidisciplinary environment, and commitment to a student-centered learning environment. This is a 36-week academic-year contract with a summer supplement with annual renewal possible.

To apply for this position, please submit a letter of application that describes preparation for and interest in this position, a curriculum vitae, and three letters of reference to <http://psu.jobs>, job number 55735. Application review begins immediately and continues until a suitable candidate is found.

CAMPUS SECURITY CRIME STATISTICS:
For more about safety at Penn State, and to review the Annual Security Report which contains information about crime statistics and other safety and security matters, please go to <http://www.police.psu.edu/clery/>, which will also provide you with detail on how to request a hard copy of the Annual Security Report.

Penn State is an equal opportunity, affirmative action employer, and is committed to providing employment opportunities to minorities, women, veterans, disabled individuals, and other protected groups.

PURDUE UNIVERSITY

Assistant/Associate/Full Professor, School of Nursing, College of Health Sciences, Purdue University

The School of Nursing at Purdue University is recruiting for a tenure/tenure-track position. The priority areas of expertise sought are in the areas of biobehavioral and epigenetic, determinants of health across the lifespan; prevention and self-management of chronic diseases; quality and safety to optimize outcomes; and collaborative education and practice.

Position: Assistant/Associate/Full Professor, School of Nursing, academic year, tenure or tenure track. Academic rank and salary based on qualifications and experience.

Qualifications: PhD degree in Nursing or related field. Certification required of Advance Practice nurses. Excellent oral and written communication skills and interpersonal skills should be demonstrated. Post-doctoral research experience and previous college-level teaching are desired. For senior candidate, evidence of a well-developed independent and/or collaborative research program is desired.

Primary Responsibility: Candidate is expected to have a well-developed research trajectory and maintain an active program of research, secure extramural funding, and maintain a publication record in peer reviewed journals. Candidate is also expected to provide excellent educational experiences for students. Candidate will mentor graduate students, teach courses in the graduate program and other courses as needed. Additional departmental/School/University activities may include recruitment, advisement of graduate students, outreach, and committee work.

Candidates for the senior level position should have an established program of research and a strong track record of research funding.

Application: Applications including curriculum vitae, letter of application describing how qualifications fit the position (to include statement of research interests and statement of teaching philosophy) and names of 3 people from whom letters of

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recommendation may be solicited (applicant will be contacted before recommendations are solicited) should be submitted to Dr. Azza Ahmed, Chair, Search Committee, School of Nursing, Purdue University, 502 N. University Street, West Lafayette, IN 47907. Telephone: 765-494-4003; Fax: 765-496-1800; E-mail: ahmedah@purdue.edu. Review of applications begins March 23, 2015 and will continue until position is filled. Desirable start date: August 13, 2015.

Purdue University, a public land-grant university, is located in West Lafayette, Indiana, just 1 hour north of Indianapolis and 2 hours south of Chicago. The School of Nursing has 500 students, offering baccalaureate, masters, and DNP programs.

A background check will be required for employment in this position.

Purdue University is an EEO/AA employer fully committed to achieving a diverse workforce. All individuals, including minorities, women, individuals with disabilities and protected veterans are encouraged to apply.

TEXAS A&M HEALTH SCIENCE CENTER

Tenure/Tenure-Track Faculty Position

The Texas A&M Health Science Center College of Nursing is accepting applications for a full-time tenure or tenure-track position. We are a growing college located in Bryan, Texas; other campus locations include McAllen, and Round Rock. The College of Nursing offers a Bachelor of Science in Nursing (B.S.N.), M.S.N.-Family Nurse Practitioner, and Master of Science in Nursing (M.S.N.) degree programs. Future plans include a M.S.N.-Forensic Nursing, and a Doctoral program.

Responsibilities include teaching in the classroom, selecting and managing clinical learning experiences, providing clinical supervision, advising students, preparing course materials and examinations, evaluating student performance, serving on assigned committees, and engaging in scholarly activities.

Rank and salary is commensurate with

credentials and experience. Doctorate degree in nursing is required. Experience teaching at the baccalaureate level or higher is required and a strong record of scholarly work is preferred. Online teaching experience is preferred. Candidate must be eligible for a Texas RN license.

Applications: Interested candidates should apply by email to Debra Matthews, PhD, RN, Associate Dean for Academic Affairs at dmatthews@tamhsc.edu

The Texas A&M Health Science Center College of Nursing is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer.

UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

Faculty & Clinical Faculty

The UT Permian Basin Nursing Program invites applications for tenure-track and non-tenure track Faculty and Clinical Faculty positions. Earned doctorate and teaching experience preferred. Rank dependent upon qualifications and experience.

Successful candidates are expected to teach in classroom online and in the clinical setting, be involved in service to the University, the community, and the profession. Provide official college transcripts, and provide evidence of immunizations and current RN licensure, certifications (if applicable), CPR and PPD. Licensure, certification, CPR, and PPD must be kept current while teaching.

Candidates must be eligible for licensure as a registered nurse in the State of Texas. Responsibilities include teaching undergraduate students in classroom, clinical facilities and online teaching in the RN-BSN Program. Teaching experience in medical-surgical, mental health, community/public health, pediatric, obstetric, leadership/management and/or research and informatics nursing is preferred. Willingness to develop and teach online courses is necessary. www.utpb.edu Interested candidates submit CV and cover letter to Dr. Jackson at jackson_d@utpb.edu

WESTERN MICHIGAN UNIVERSITY

Assistant Professor

Western Michigan University invites applications and nominations for the position of Assistant Professor in the WMU Bronson School of Nursing. The position is a tenure track, academic year (9-month) appointment.

Qualifications: Earned research doctorate in nursing or related field by January 1, 2016; graduate degree in nursing; expertise in gerontological nursing, adult health nursing, or community health nursing; Registered Nurse License with eligibility for MI license; evidence of technological literacy and on-line instruction preferred; teaching experience in a nursing baccalaureate program preferred; demonstrate potential to maintain an active program of scholarly research and grant writing related to field of expertise.

Responsibilities: Faculty are required to teach didactic and clinical courses in undergraduate and/or graduate programs; assist with the development of the graduate program in nursing; bring or secure external funding for research or special projects; sustained productivity and growth in research and grant writing; demonstrate scholarly productivity through publications; demonstrate regional, national/international reputation in area of expertise; contribute to an interdisciplinary environment of research, instruction and community collaborations; contribute to the missions of the School, College and University; service to the Department, the University, the profession and the community.

The University: Western Michigan University (WMU), located in Southwest Michigan, is a vibrant, nationally recognized student-centered research institution with an enrollment of nearly 25,000. WMU delivers high-quality undergraduate instruction, has a strong graduate division, and fosters significant research activities. The Carnegie Foundation for the Advancement

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of Teaching has placed WMU among the 76 public institutions in the nation designated as research universities with high research activities.

Salary: Competitive and commensurate with qualifications and experience, with an excellent benefits package. **Expected Start Date:** January 1, 2016

Application Deadline: Review of applications will begin April 2015, and will continue until suitable candidates are selected. Please visit www.wmich.edu/hr/jobs (Posting #0602967) for detailed information and application procedures.

Western Michigan University is an affirmative action/equal opportunity employer consistent with applicable federal and state law. All qualified applicants are encouraged to apply.

The University of Tennessee
at Chattanooga School of
Nursing invites applications and
nominations for multiple faculty
positions.

Please visit us online at
[http://www.utc.edu/nursing/
about/employment/index.php](http://www.utc.edu/nursing/about/employment/index.php)
to apply.



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to Professor
Acute Care Faculty—Instructor to
Associate Professor

NORTHERN DIVISION (NORFOLK)

Adult Health and Illness—Instructor to
Associate Professor

WEST NEBRASKA DIVISION

Adult Health & Illness Nursing Faculty—
Instructor to Associate Professor

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employment-opportunities1](http://unmc.edu/nursing/about/employment-opportunities1)



unmc.edu/nursing

Rivier University is a Catholic coeducational institution of higher learning dedicated to the education of undergraduate and graduate students in both liberal arts and professional courses of study.



Assistant Professor MSN- Psychiatric Mental Health Nurse Practitioner track Division of Nursing 9 months, 21-24 credits

Rivier University seeks candidates for a full-time PMHNP faculty position in our dynamic, low residency PMHNP Master's program. This program prepares the graduate to practice and provide care to patient populations across the lifespan.

Individuals with a current national PMHNP certification – ANCC, certification as PMHNP either across the lifespan or pediatric, adolescent and adult, Master's of Science in Nursing, and DNP, Ph.D. or earned doctorate in a related field are encouraged to apply.

Applicants are asked to submit a cover letter stating pay expectations, resume and the names of 3 professional references to jobs@rivier.edu or Office of Human Resources, Rivier University, 420 South Main Street, Nashua, NH 03060. No agencies please. EOE

Visit our website for full details: www.rivier.edu

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