ACADEMIC NURSING LEADERS TESTIFY AT CAPITOL HILL HEARINGS

Dr. Ann Cary, Chair of the AACN Board of Directors, and Dr. Julie Sanford, Director and Professor at James Madison University School of Nursing and a member of AACN’s Government Affairs Committee, recently visited Capitol Hill to deliver testimony at two separate hearings.

On April 26, Dr. Cary testified before the House Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Agencies. With more than 100 requests to testify received by the Subcommittee, the selection of Dr. Cary to appear demonstrated AACN’s strong commitment to elevating the voice of academic nursing at the federal level. Specifically, Dr. Cary requested increased investments in the Title VIII Nursing Workforce Development Programs and the National Institute of Nursing Research (NINR). These programs received marked increases in the Fiscal Year 2018 Consolidated Appropriations Act, and AACN’s testimony will provide a strong rationale for why continued support of nursing education and research will have a strong economic and societal return on investment.

Dr. Cary is a living example of how the federal government’s investments directly impact nurses. Receiving federal funding as both a student and securing her own grants later in her career, she has witnessed their power in supporting countless underrepresented, disadvantaged, and first generation nursing students to succeed in the profession and provide exceptional health care.

On May 22, Dr. Sanford testified in front of the Senate Health, Education, Labor, and Pensions Committee during a hearing titled, “The Healthcare Workforce: Addressing Shortages and Improving Care.” In her testimony, she spoke on the impact and successes that the Title VIII Nursing Workforce Development programs have had on improving access to care and supplying the pipeline of the future nursing workforce, especially in rural and underserved areas. Dr. Sanford deftly answered questions from the Committee including some that were related to nursing faculty shortage and diversity within the nursing workforce. In particular, Chairman Lamar Alexander (R-TN) appreciated Dr. Sanford’s explanation of the rigorous clinical training hours that family nurse practitioner students at JMU devote directly to patients across the state of Virginia.

You can watch a recording of the hearing here.
NEW MINORITY NURSE FACULTY SCHOLARS SELECTED BY AACN AND THE JOHNSON & JOHNSON CAMPAIGN FOR NURSING’S FUTURE

AACN is pleased to announce that five Minority Nurse Faculty Scholars have been selected through a national scholarship program funded by the Johnson & Johnson Campaign for Nursing’s Future. Launched to address the faculty shortage and enhance diversity among nurse educators, this AACN-administered program provides generous financial support, mentoring, and leadership development to graduate students from minority backgrounds who aspire to teach in our nation’s schools of nursing.

These students, who are enrolled in PhD and DNP nursing programs, join 55 previously selected scholars for this prestigious honor:

(Pictured Above: clockwise, starting top left)
Griselle B. Estrada, Duquesne University
Monica J. Harmon, Villanova University
Stephanie Hosley, The Ohio State University
Carli Zegers, University of Nebraska Medical Center
Christina Jones, University of Florida

“AACN congratulates the new cohort of faculty scholars whose impressive academic and professional backgrounds will make them excellent nursing leaders and inspirational role models for the next generation of nurses,” said AACN Board Chair Ann Cary. “We are grateful to the Johnson & Johnson Campaign for joining with AACN and taking decisive action to help diversify the nurse faculty population.”

More details and photos of this year’s scholarship recipients are posted on the AACN Web site.

JOURNAL OF PROFESSIONAL NURSING PUBLISHES SPECIAL ISSUE ON LEADING IN ACADEMIC NURSING

A must-read for anyone in an academic nursing leadership position or aspiring to attain such a position is the March-April 2018 issue of the Journal of Professional Nursing, a special issue on Leading in Academic Nursing.

Dr. Jean Giddens (Dean, Virginia Commonwealth University) and Dr. Sarah Thompson (Associate Vice Chancellor, University of Colorado Anschutz Medical Campus) served as the guest editors of this issue. The 12 peer-reviewed articles that comprise the issue focus on various aspects of academic nursing leadership, including leadership in a rural setting, challenges in leading a multi-campus university, nurturing diversity, funding models, building a leadership team, and more. The guest editorial by Drs. Giddens and Thompson is open access for all readers.

The Journal of Professional of Nursing is the official journal of AACN and a subscription is a benefit of membership. Dr. Patricia Morton of the University of Utah is the editor of the journal.

Here is a sampling of articles within this issue:

In “Identifying, Building, and Sustaining Your Leadership Team,” Dr. Harriet Feldman from Pace University (NY) details why leadership teams are important to the success of any organization. Team building is an iterative process, not a goal to be reached and met.

In “Transformational Leadership: What Every Nursing Dean Should Know,” Dr. Jean Giddens of Virginia Commonwealth University explores how transformational leadership has become a predominant leadership style practiced by leaders across many industries and disciplines, including nursing.

In “Do I Take the Job?: Assessing Fit with the Organization,” Dr. Elaine Fisher of Emory University (GA) and Dr. Margaret C. Wilmoth of the University of North Carolina at Chapel Hill consider how a decision to take a position—if offered—may be in how the individual perceives their strengths or willingness to work through challenging issues that were identified through the assessment process.
AACN AND ARNOLD P. GOLD FOUNDATION PARTNER TO SUPPORT WHITE COAT CEREMONIES

For the fifth consecutive year, The Arnold P. Gold Foundation (APGF) and AACN are partnering to support White Coat Ceremonies at schools of nursing nationwide. This year, APGF is providing $50,000 to support these events designed to instill a sense of pride in new nursing school students—signifying their commitment to high quality, patient-centered care. To date, the partnering organizations have provided financial and technical support to White Coat Ceremonies at 260 nursing schools in 49 states.

“Nurses are on the frontlines of advancing the health of all patients, and they understand the healing benefits of kindness and compassion,” said Dr. Ann Cary, Chair of the AACN Board of Directors. “AACN applauds The Arnold P. Gold Foundation for its generous support of events that champion the trust, humanity, and compassion required to become a nurse and provide an exceptional patient experience.”

Since 1993, White Coat Ceremonies have served as a rite of passage for new medical students who commit on their first day of medical school to improved health outcomes and care for all patients. Recognizing the role that all health professionals must play in providing compassionate care, APGF and AACN began partnering in 2014 to showcase nursing’s role in advancing patient care. AACN member schools are adapting these ceremonies to fit the needs of academic nursing, including developing a new oath that aligns with the profession’s approach to care delivery.

This year, AACN will select 50 schools interested in hosting a Gold-AACN White Coat Ceremony for new nursing students in Fall 2018. Participating schools will receive $1,000 in financial support to host a ceremony, which typically features the recitation of an oath, receipt of a commemorative pin, an address by an eminent role model, and a reception for students and invited guests. The specially designed pin symbolizes the student’s role in championing compassionate care. These events also may include a welcome by the dean, the president of an affiliated hospital, or other respected leader who represents the value system of the school and the profession the students are about to enter.

Nursing schools interested in offering a White Coat Ceremony are encouraged to complete the online application. All applications must be received by July 1, 2018. The criteria that will be considered when selecting schools for this program include the application submission date, geographic diversity, and representation among AACN’s four institutional types: Small Schools; Academic Health Centers (AHCs); Private School without an AHC; and Public School without an AHC. Note: Schools that previously have received funding to host a White Coat Ceremony will not be eligible to apply for new funding this year.

For more information about this program, please contact AACN’s Nursing Education Assistant Jabari Cooper at jcooper@aacnnursing.org

CALL FOR NOMINATIONS FOR AACN AWARDS

The American Association of Colleges of Nursing has a long tradition of recognizing individuals and organizations for their outstanding achievements in support of the nursing profession. There is a current Call for Nominations for the awards below.

- **New Era for Academic Nursing Award** - deadline June 30
- **Outstanding Dissertation and DNP Project Awards** - deadline August 30
- **Diversity, Inclusion, and Sustainability in Nursing Education Lectureship Award** - deadline September 14

Nursing schools interested in offering a White Coat Ceremony are encouraged to complete the online application. All applications must be received by July 1, 2018. The criteria that will be considered when selecting schools for this program include the application submission date, geographic diversity, and representation among AACN’s four institutional types: Small Schools; Academic Health Centers (AHCs); Private School without an AHC; and Public School without an AHC. Note: Schools that previously have received funding to host a White Coat Ceremony will not be eligible to apply for new funding this year.

For more information about this program, please contact AACN’s Nursing Education Assistant Jabari Cooper at jcooper@aacnnursing.org
1) What type of schools make up the membership of CASN?

CASN’s members are Canadian schools of nursing offering a baccalaureate program and/or a graduate program in nursing.

2) Do you see much similarity with your association’s mission and AACN’s?

The mandates and vision of the two associations are very similar. Both are the national voice for academic nursing education in their respective country with a mission to establish, promote, and advocate for high standards in nursing education throughout this history.

3) When did Canada move to require the baccalaureate degree for RNs and why was this important?

The road to the baccalaureate as entry-to-practice in Canada was long and often bumpy. Calls for university education for nurses began at the dawn of the 20th century, and the first Canadian baccalaureate program was introduced by the University of British Columbia in 1919 to improve the quality of health care in the region. The national Weir report in 1932 assessed the quality of hospital based nursing schools, found the apprenticeship approach to training was inadequate and concluded that there was an urgent need for all nursing education to be at the university level. This report, however, brought about little change. The deans and directors of 11 university schools of nursing who founded CASN in 1942 revived the Weir report call for baccalaureate education and adopted it as a leading goal of the organization. It wasn’t until 2000, however, that this was achieved in all jurisdictions in Canada except for the province of Quebec. The major mobilizing force for baccalaureate education throughout this history consistently has been the positive value baccalaureate prepared nurses bring to the quality of health care services and health care outcomes.

4) What is your assessment of nursing education in Canada compared to the rest of the world?

As I suggested above, professional nursing in Canada has a long history of advocating for high quality nursing education, and I believe this benefits schools of nursing today. Schools of nursing in Canada also benefit from multiple links established with nursing educators, nursing programs, and nursing associations in other parts of the world. CASN celebrated its 75th anniversary last November and as I reviewed its history, I was surprised to learn that the founding members explicitly identified collaborating with educators internationally to advance the quality of nursing education among its key objectives. I believe international dialogue and exchange over many years has been a positive force enriching nursing education in Canada, and I would like to highlight our links with, and learnings from, AACN as especially valuable in this context.

5) How does the regulation of nursing programs in Canada compare with that in the U.S.?

Nursing regulation is similar in the two countries. Canada, like the U.S., is a federal country, and similar to the state boards of nursing, regulatory bodies fall under provincial and territorial governments. In 2011, nursing regulators created a national organization, the Canadian Council of Registered Nurse Regulators (CCRNR) and its members have been collaborating to update entry-to-practice competencies nationally. Adoption of the competencies, however, remains at the provincial/territorial level. As I believe is the case in the U.S., specific legislation related to regulation varies from one jurisdiction to the other. In general, most but not all regulatory bodies in Canada are responsible for approving schools of nursing. Several jurisdictions do this in collaboration with CASN accreditation. In each jurisdiction, the regulatory body is responsible for determining conditions for registration/licensing in their jurisdiction. In recent years, Canadian regulatory bodies have developed close links with NCSBN and have become associate members.

Continued on page 4
6) What are some of the chief concerns currently facing CASN and its membership?

Some current contextual issues of concern for CASN include: how best to educate a generalist nurse for an increasingly specialized workplace; a growing faculty shortage in the face of a projected nursing shortage; preparing registered nurses and nurse practitioners to address a worsening opioid public health crisis; and responding to a call to action by the Truth and Reconciliation Commission to offer culturally sensitive and culturally safe education to Canada’s indigenous nursing students as well as culturally competent and safe care to Canada’s indigenous population.

7) Why is GANES important for international nursing?

GANES provides a valuable mechanism for national and regional organizations of academic nursing to exchange and discuss information, trends, and issues related to nursing education across borders. It also provides a forum for international collaboration in the development of global standards for nursing education. I believe this is particularly important in the current context of global mobility, the WHO sustainable development goals, and the international emphasis on health professional education and on upscaling nursing education.

8) What goals do you have in mind as CASN moves forward?

CASN’s Board of Directors is currently in the process of strategic planning for 2019–2024 and the plan will be available in the fall. Although it is premature to identify strategic priorities, some emerging goals target enhanced collaboration with other nursing organizations including regulation and professional associations, with the associations of other health professions, and with international partners. Goals in discussion also include advancing residency programs for Canadian new graduates and the development of strategies to address the faculty shortage.

9) Is there a nursing shortage in Canada? Is the faculty shortage an issue?

While there are areas in Canada experiencing difficulties in recruiting nurses, and others where there aren’t enough nursing positions to meet the actual need, overall I would say that there isn’t a nursing shortage. Demographic projections, however, indicate that this will be changing. In contrast, there is an actual faculty shortage, and our analysis of the CASN annual faculty and student survey indicate that this will be worsening. A motion from the floor at our Council meeting last November called on CASN to develop strategies to respond to the faculty shortage.

10) What future trends do you foresee in health care in Canada?

Three trends are having a significant impact on health and healthcare services in Canada. The aging of the population has increased the prevalence of chronic diseases, multi-morbidities, dementias, and the need for palliative and end-of-life care. Second, climate change is bringing new infectious diseases to Canada as vectors move north, as well as increasing disasters such as flooding and forest fires. The third is the opioid crisis that has erupted. Changes that we are seeing in health care delivery in response to these trends (which we expect will continue) include: a greater emphasis on primary health care; the social determinants of health, home care, and long-term care; increased disaster response training; addiction services; trauma-informed care and harm reduction; and digitalization of healthcare delivery, with greater patient access to information, health records, and healthcare providers via technology.

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**AACN CONFERENCES**

**July**
- **Summer Seminar**
  - July 22-25, 2018
  - Fairmont Le Château Frontenac, Québec City, QC

- **Leadership for Academic Nursing Program (LANP)**
  - July 29-August 2, 2018
  - Oak Ridge Hotel and Conference Center, Chaska, MN

**August**
- **AACN-Wharton Executive Leadership Program**
  - August 6-9, 2018
  - Wharton School of the University of Pennsylvania, Philadelphia, PA

**October**
- **Organizational Leadership Network (OLN) Program**
  - October 26-27, 2018
  - JW Marriott, Washington, DC

- **Academic Nursing Leadership Conference**
  - October 27-30, 2018
  - JW Marriott, Washington, DC

**November**
- **Fall Executive Development Series**
  - November 14-15, 2018

- **Faculty Development Conference**
  - November 14-15, 2018

- **Baccalaureate Education Conference**
  - November 15-17, 2018

*These November conferences will be held at the Hilton New Orleans Riverside, New Orleans, LA.
EAST CENTRAL UNIVERSITY (OK)

- Nursing Program Coordinator-Durant Campus
- Nursing Faculty/Simulation Coordinator-Durant Campus
- Nursing Faculty-Ada Campus

East Central University School of Nursing is seeking a full-time Program Coordinator. Coordinator responsibilities include assisting the Director in the management and basic administration of the program at the Durant campus. This position is classified as faculty, is 12-month and generated 0.75 FTE for program coordinator and 0.25 FTE for faculty teaching. A full-time nursing faculty/simulation coordinator on the Durant Campus; and a full-time faculty on the Ada campus.

Also ECU is seeking to fill two 10-month, full-time faculty positions, at Durant and Ada campuses, respectively. Activities required of all faculty in the School of Nursing include innovative teaching in classroom, laboratory, clinical and simulation settings; curriculum planning, implementation, and evaluation; student advising; recruitment and retention activities; service to the department, college, university, and community. Simulation coordinating involves planning, developing, maintaining, and effectively implementing learning activities in the nursing simulation laboratory to provide students with quality instruction and a safe learning environment.

Qualifications: Unencumbered RN license in practice state. Masters in nursing required and 2 years clinical experience, preferably in med/surg, critical care, or other acute care clinical area. Doctorate in nursing preferred. Experience in nursing clinical simulation, experience with integrated technology systems and tools and/or nursing education is preferred.

To apply view full-ads at: https://www.ecok.edu/administration-and-finance/employment-services/job-opportunities

LE MOYNE COLLEGE (NY)

Le Moyne College is seeking applicants for a full time 12-month position of Chair for the Nursing Department. The Chair is responsible for ensuring academic excellence, establishing and maintaining accreditation, administering the budget, supervising staff and faculty, and providing direction and leadership.

Candidates must be a Registered Nurse with an earned doctorate degree in a related field of study; a minimum of 5 years of clinical experience; 5 years in nursing education leadership; strong interpersonal and management skills; and capacity to work collaboratively.

For the complete job description and to apply visit our website at http://www.lemoyne.edu/Work-At-Le-Moyne. Review of applications will begin immediately and continue until the position is filled. Le Moyne College is an equal opportunity employer and encourages women, persons of color, and Jesuits to apply for employment.

VANDERBILT UNIVERSITY (TN)

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

Positions are 12-month, non-tenure appointments at rank commensurate with experience. Scholarship related to advanced practice is expected, and clinical practice opportunities are available.

Current Faculty Openings in the following specialties:

- Psychiatric-Mental Health Nurse Practitioner (Lifespan)
- Women’s Health Nurse Practitioner

VUSN is a leader in education, research/scholarship, and currently ranked 14th in 2019 by US News and World Report for schools of nursing. There is exceptional informatics support for faculty and students. A Clinical Scholarship Program supports the non-tenured faculty in their scholarly practice investigation activities. The MSN is the largest program at VUSN with approximately 700 enrolled students. Our programs draw students from across the country and offers multiple entry routes. The specialty curriculum is implemented in a blended format with concentrated face-to-face sessions and on-line learning activities between sessions, which provides maximum flexibility for students. Specific teaching responsibilities include student clinical evaluations, academic advising, and teaching in didactic, seminar, and laboratory settings.

Qualifications:

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

We are also accepting applications for a Skills and Simulation Lab Director. For position description and qualifications please refer to the link below.

Interested candidates should submit a curriculum vitae and cover letter using the application link at: http://www.nursing.vanderbilt.edu/facultystaff/employopp.html Screening of applicants begins immediately and applications are accepted until the position is filled. All inquiries, submitted materials, and correspondence are confidential.
Faculty Searches
The Villanova University M. Louise Fitzpatrick College of Nursing invites applications for open-rank, full-time, tenure track (TT) faculty positions and non-tenure track (NTT) positions.

- **Nursing Education (TT)**
- **Adult Health: Acute/Critical Care Nursing (TT)**
- **Adult Health: Community Focused Nursing (TT)**
- **Statistician (NTT)**
- **Coordinator, Traditional and Transfer BSN Program (NTT)**

PhD required for all tenure track positions. Nursing candidates must have a master’s degree in nursing with appropriate specialty preparation. Applicants must demonstrate previous teaching experience at a college/university, and provide evidence of scholarly productivity, grantsmanship and publications. Teaching philosophy commensurate with Villanova’s mission and values.

Villanova University, located in suburban Philadelphia, is a Catholic institution of higher education sponsored by the Augustinian order. Diversity and inclusion have been and will continue to be an integral component of Villanova University's mission. The University is an Equal Opportunity/Affirmative Action employer and seeks candidates who understand, respect and can contribute to the University's mission and values. Further information about the M. Louise Fitzpatrick College of Nursing can be found at villanova.edu/nursing.

To apply, please visit jobs.villanova.edu and click on Faculty Positions.

Nursing Faculty
Traditional Undergraduate Program

The College of St. Scholastica is seeking applications for tenure-track negotiable undergraduate faculty positions preparing students for entry level generalist practice. Responsibilities include teaching, scholarship, and college and community service. A Master’s Degree in nursing is required or a graduate degree in nursing in progress.

This is a unique opportunity for a student centric, innovative, collaborative, self-starter who will teach students through the lens of the Benedictine Values of Community, Hospitality, Respect, Stewardship, and Love of Learning.

For more information and to apply, visit www.csshrjobs.com

The College of St. Scholastica is an equal opportunity employer committed to creating an educational and work environment that is rich in diversity, inclusive and supportive of all students, faculty and staff.
Opportunities

SCHOOL OF NURSING AT THE UNIVERSITY OF MISSISSIPPI MEDICAL CENTER

The School of Nursing (SON) invites nominations and applications for the Harriet G. Williamson Chair of Population Health Nursing. This distinctive endowed chair honors the dedication and commitment of Ms. Williamson to providing compassionate and exemplary care to her nephrology patients.

We are seeking a leader and nurse scientist in the emerging field of population health nursing to advance nursing knowledge through research, scholarship, practice, education and policy. The successful candidate will collaborate with doctoral students and faculty from the SON and the newly created John D. Bower School of Population Health, interdisciplinary researchers, and communities to develop the scholarship of population health, improve health through an ongoing program of research, and teach selected courses or classes in his or her area of expertise.

Primary responsibilities include: sustaining a program of research in population health; developing nurses, nurse practitioners, and nurse scientists to cultivate expertise in population health and population health management; and providing guidance and leadership in nursing, population health, and interdisciplinary curricula offerings.

POSITION REQUIREMENTS

Applicants should have:
- graduate level teaching experience, mentoring students and faculty
- sustained record of scholarship and research, preferably with extramural funding
- doctoral degree in nursing (preferred), although doctoral degrees in related fields may be considered
- MSN and be eligible for licensure as a RN in Mississippi
- ability to attain graduate faculty status and professorship

THE UNIVERSITY OF MISSISSIPPI MEDICAL CENTER

Located in Jackson, UMMC is the only academic medical center in Mississippi and the health science center campus for the University of Mississippi (UM). UM is the state’s largest university, with 23,780 students, and is classified as Carnegie category R1. UMMC received over $65 million in extramural funding in 2017.

The SON offers students unmatched opportunities to learn and work in the communities we serve. Innovation and collaboration are key to our mission of providing leadership to shape the future of health and health care in Mississippi. Ten nurse practitioner-managed clinics provide unique interprofessional education, practice and research opportunities.

Schools of Medicine, Pharmacy, Dentistry, Graduate Studies in Health Sciences, and Health Related Professions are sources of potential collaborators. The John D. Bower School of Population Health, one of only three in the U.S., is the newest school on campus. The school’s departments of Data Science, Population Health Science, and Preventive Medicine train population health scientists and clinicians to conduct pioneering population-based research and provide value-driven, patient-centered care.

TO APPLY

Applicants should send statement of interest with personal and professional attributes relevant for this position, a curriculum vitae and professional references to Dr. Kim W. Hoover, dean and professor, khoover@umc.edu.

The University of Mississippi Medical Center is an EEO/AA/Minorities/Females/Persons with Disabilities/Sexual Orientation/Gender Identity/Title IX/Title VI/Title VII/Title 20/SEA/IDEA employer. The University of Mississippi Medical Center provides equal opportunity in any employment practice, education program, or education activity to all qualified persons. The Medical Center complies with all applicable laws regarding equal opportunity and affirmative action and does not unlawfully discriminate against any employee or applicant for employment based upon race, color, gender, sex, sexual orientation, gender identity or expression, religion, national origin, age, disability, veteran status, or genetic information.
Early-Bird Registration Ends June 22
For the Summer Seminar!

Beautiful Québec City is the site of this year’s AACN Summer Seminar, where deans, directors, and senior faculty will meet to sharpen their leadership skills. Québec City is in the Canadian province of Québec, a city abounding with European charm, romantic ambiance, and exquisite cuisine.

The seminar will take place July 22-25 at the Fairmont Le Château Frontenac. The theme of this year’s three-day event is “Using Best Evidence to Achieve Your Goals: Changing the Culture and Inspiring Others.” In today’s academic environment, personal and professional stressors are constantly mounting. Positive Psychologists believe that people want to live meaningful, fulfilled lives, enriched by their relationships in the context of institutions, culture, biology, and the personal dimensions of life. This discipline is focused on an individual’s well-being, happiness, and positivity. Join international speaker and best-selling author Caroline Adams Miller to help you perform goal-setting, cultivate “grit,” and achieve optimum happiness in your career.

To register for the Summer Seminar, click here.