**2021 ACADEMIC NURSING LEADERSHIP CONFERENCE TO BE HYBRID EVENT**

“Bringing the Future into Focus: Academic Nursing’s Role in Leading Change” is the theme of AACN’s 2021 Academic Nursing Leadership Conference (ANLC), which brings together members and noted thought leaders, this year as a hybrid event. The conference will take place October 30-November 1 in Washington, DC at the JW Marriott Hotel. Those who prefer to join virtually and explore what a hybrid event looks like are welcome to participate online.

The ANLC is designed specifically for academic nursing leaders to reconnect and re-energize with fellow colleagues and to impact nursing education and the future of nursing. The conference program features thought-provoking views and trendsetting ideas, award-winning speakers, and educational content carefully selected to help strengthen the role of academic nursing leaders.

Highlights of the 2021 conference include pre-conference learning opportunities, an orientation session for new members and new deans and associate deans, the presentation of the John P. McGovern Lectureship Award, focused discussions for like schools, virtual Capitol Hill visits, and the business meeting for members. In addition, there will be deep-dive learning opportunities designed to explore and illustrate practical tips through a fusion of lecture-based instruction, case studies, peer learning, and interaction. Topics include:

- New AACN Essentials: Considerations for Curriculum Revision and Lessons Learned
- Competency-Based Education: Paving the Path Forward
- Health Equity: Academic Nursing Leading the Way There
- Academic-Practice Partnership Award: A Showcase of Excellence

The ANLC is a member-only event for the primary dean/director of AACN member schools of nursing and their assistant/associate deans/directors.

The safety of attendees and staff is AACN’s top priority. All relevant protocols and CDC guidelines will be followed, and AACN will work closely with the JW Marriott to promote the recommended practices at the time of the event.

For more information and to register, click here.
UNIFORM ADVANTAGE CONTINUES SCHOLARSHIP PARTNERSHIP WITH AACN

As Uniform Advantage CEO Susan Masimore tells it, dressing healthcare workers is in her genes. “My grandmother had a store where she sold uniforms, lab coats and other professional clothing. I worked there from middle school on – and learned it all from her.”

Following in her grandmother’s footsteps, Masimore opened her first Uniform Advantage store in South Florida in 1985. As the business grew, she saw other opportunities. UA started manufacturing its own scrubs – UA Scrubs® – in 1994.

Masimore believed healthcare professionals deserved better quality uniforms. The same spirit that led her to develop more comfortable uniform options led to an important partnership with the AACN.

The Uniform Advantage-GNSA Scholarship Fund provides scholarships for graduate students in nursing. The program began in 2019 and Uniform Advantage has committed to awarding two $2,500 scholarships a year for five years.

“Nurses give so much of themselves,” says Masimore. “The last year-and-a-half has given the world new appreciation for our everyday heroes. I’m proud and happy to help dedicated nurses further their education.”

Uniform Advantage and its nearly 2,000 employees around the world will continue its primary mission: to make healthcare professionals more comfortable. “We’re committed to serving those in health care,” says Masimore. “From retail associates to those designing and producing UA brand uniforms, we’re grateful for the service and support of our Uniform Advantage customers.”

The scholarship deadline is September 30, 2021 for the fall semester. To see past recipients, click here.

NEW STUDENT SCHOLARSHIP RECIPIENTS ANNOUNCED

AACN congratulates the latest scholarship winners from three scholarships programs funded by CastleBranch and Hurst Review Services. These programs were created to support outstanding students seeking baccalaureate and graduate degrees in nursing.

The CastleBranch/Geraldine “Polly” Bednash scholarship winners:
• Michael Agbor, PhD, University of Arkansas for Medical Sciences
• Norrah Alachkar, PhD, University of Oklahoma Health Sciences Center
• Julia Ashlock, BSN, Eastern Michigan University
• Emily Dickson, BSN, Research College of Nursing

Michael, Norrah, Julia, and Emily are featured on the scholarship winners page along with past recipients.

The CastleBranch-GNSA scholarship winners:
• Rodnita Davis, PhD, Indiana University of Pennsylvania
• Hannah Latif, MSN, The Catholic University of America
• Sharon Chen, DNP, Columbia University
• Alyssa Dungo, MSN, Duke University

Rodnita, Hannah, Sharon, and Alyssa are featured on the scholarship winners page along with past recipients.

The Hurst Review/AACN scholarship winners:
• Jessica Norton, BSN, Oregon Health & Science University
• Jessica Lyans, BSN, University of Utah
• Haley Lucian, BSN, University of Pennsylvania

These winners are featured on the scholarship winners page.

For more information on these and other AACN scholarships, visit the student scholarship and financial aid page.

READ THE LATEST ISSUE OF THE JOURNAL OF PROFESSIONAL NURSING

July-August 2021
Q&A with Tara Spencer

TARA SPENCER, MS, RN

Tara D. Spencer, MS, RN is the Chief of the Nursing Education and Practice Branch in the Division of Nursing and Public Health at the Health Resources and Services Administration’s Bureau of Health Workforce. She provides strategic guidance and oversight for an annual $60 million federal investment focused developing and increasing the nursing workforce through various education and practice programs. Her branch leads the Division’s workforce development efforts in two key areas: Nursing Workforce Diversity and Nurse, Education, Practice, Quality and Retention by increasing the supply, distribution, and preparation of a diverse nursing workforce to deliver quality care in community-based settings to rural and underserved populations and promote new innovative models of healthcare delivery. Ms. Spencer has a BSN from Hampton University and a master’s degree with a focus in nursing leadership and management from Stevenson University.

How did your career in nursing begin?

My aunt worked as a night-shift critical care nurse at a local hospital in Hampton, Virginia when I was growing up. I grew up watching her get ready for work and care for my grandmother when she became ill before she died. That sparked my interest in nursing. I began my matriculation at Hampton University. I started my nursing career as a progressive care nurse at that same local hospital where my aunt had worked for 38 years.

What is the mission of the Bureau of Health Workforce?

The Bureau of Health Workforce’s (BHW) mission is to improve the health of underserved and vulnerable populations by strengthening the health workforce and connecting skilled professionals to communities in need.

Why is enhancing diversity important for the nursing profession?

As we move toward continuing to improve health equity, the evidence is clear that the nation requires an adequate supply and distribution of well-educated and well-prepared nursing professionals. Diversity in the nursing workforce is necessary to achieve the goal of high-quality, safe, and accessible care. Even back to the Sullivan Report in 2004, it was noted that diversity in nursing has been linked to improvements in healthcare delivery, increased cultural competence, and increased patient satisfaction.

What challenges exist to making the nursing workforce more diverse?

In the Nursing Workforce Diversity (NWD) program, there are several challenges that have been noted from the lens of a workforce training program. Some of those challenges include, but are not limited to, the recruitment and retention of students from diverse backgrounds, limited availability of enrollment spots in schools of nursing, need for financial support for students entering schools of nursing, and lack of preparation for the rigors of nursing school. We also know that there are conditions in which people are born, grow, live, work, and age, including the education system. These circumstances are shaped by social, physical, economic, and educational factors at national and local levels, which are influenced by policy choices. The social determinants of education are mostly responsible for education inequities—the unfair and avoidable differences in education access and success seen within and between national and local levels.

The NWD program seeks to address the social, physical, economic, and educational factors that affect the academic access and success of students from disadvantaged backgrounds, including racial and ethnic minorities underrepresented among registered nurses, in addition to the social, environmental, and structural determinants that have an effect on an institution’s ability to recruit, retain, and graduate students from this same student population.

What outcomes have you seen from the Nursing Workforce Diversity program related to holistic admissions review?

Several activities that have been successful in the NWD program have been exposing students early to the nursing profession in middle and high school, creating pipeline programs from diverse high schools, providing support/wraparound services for academic and social success in pre-entry programs, and having students and faculty who reflect a diverse environment.

What can schools of nursing do to improve the recruitment of underrepresented students?

As of Academic Year 2019-2020 (Project Year 3), overall, 13 (45%) schools indicated they had fully implemented holistic review and 10 (34%) stated moderate degree of implementation, while 6 (21%) reported limited implementation (AACN 2019-2020 Nursing Workforce Diversity Technical Assistance Report). In addition, the NWD program supported 5,272 participants and 2,278 graduates from underrepresented minority groups.
Q&A with Tara Spencer

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and 7,198 participants and 3,323 graduates from disadvantaged backgrounds.

What constitutes an inclusive learning environment?

An inclusive learning environment will look differently based on the institution. Factors include, but are not limited to:
• One where students from diverse backgrounds feel a sense of belonging on campus,
• Faculty and staff reflect diverse backgrounds,
• Mission of school, policies, and procedures include diversity and inclusion,
• School of nursing leadership supports diversity and inclusion efforts, and
• Adapts to the needs of a diverse student population.

What are some ways in which faculty and deans can build a culture of inclusion?

There are several factors that can help faculty and deans build a culture of diversity and inclusion. A first step would be to assess the institution’s current culture. This will provide baseline information of the current culture and areas of improvement. Another method would be to involve a multilevel involvement (students, faculty, staff, and leadership) in strategic planning and include diversity and inclusion as a key strategic goal. The recruitment of faculty and staff that reflect diverse backgrounds is another way to build a culture of inclusion.

What is one of the biggest challenges ahead as we try to make the nursing workforce more diverse?

Increasing diversity will take time and intentional recruitment and retention efforts. If you notice, the NWD program and other BHW programs have project periods of 3 to 5 years. We understand that the workforce is not going to change overnight, but diversity and health equity efforts have to be intentional and consistent in order for it to be successful.

What is the best way for schools of nursing to get more information about federal funding opportunities?

A primary source of notification is through our email listservs. We encourage all who are interested in federal funding opportunities to sign up for the Health Resources and Services Administration (HRSA) and Grants.gov listservs. This will provide a notification anytime there is a release of a Notice of Funding Opportunity. Also, reach out to the program staff for the grant programs in which you are interested. They are the subject matter experts for the respective programs and should be used as a resource for program-related inquiries. Lastly, people can sign up for HRSA’s Enews to get the latest on federal funding opportunities.

APPLY NOW FOR THE DIVERSITY LEADERSHIP INSTITUTE

The central focus of AACN’s Diversity Leadership Institute is to provide an overview of the evolution of diversity and inclusion and the role of Diversity Officers in academic nursing and nursing practice. This structured program frames diversity within the context of higher education and academic nursing while presenting high-involvement diversity practices in both teams and individually.

The goal is to enhance professional knowledge and experience to stimulate strategic thinking and advance outcomes at each participant’s home. This program will increase self-awareness while building skills and capacity to engage with discussions and issues surrounding diversity, equity, and inclusion. This program requires participants to develop a diversity plan designed to drive excellence specifically tailored to their organization. Upon completion of the program, participants will present their plan describing how they will apply their work in their respective organizations. At the conclusion of this program, a certificate will be awarded.

Applicants should be prepared to commit significant personal time to the Institute. The program will occur from January to June 2022, meeting two days each month. This will be a virtual program offering. If conditions are favorable, the final session will take place face-to-face.

AACN is accepting applications for the Diversity Leadership Institute through November 1, 2021. For more information and to apply, click here.
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UNIVERSITY OF TOLEDO

The University of Toledo College of Nursing seeks two highly qualified nurse practitioners to serve as faculty in our MSN, and DNP programs. We are currently seeking an adult gerontology primary care nurse practitioner and a family primary care nurse practitioner. Join a dynamic, innovative, student-centered faculty team!

Requirements
Faculty must hold a master’s degree in nursing and a doctorate in nursing or related discipline or demonstrate substantial progress towards a doctorate. These 12-month, full-time positions are currently one-year appointments. Reappointment will be contingent on continued funding. Faculty must be willing to relocate.

Interested candidates should submit a curriculum vitae and cover letter detailing their interest and qualifications for the position. For more information about current openings and links to apply online please visit https://www.utoledo.edu/jobs/ For questions regarding faculty positions, please contact Dr. Karen Hoblet, Chair of the Search Committee, at karen.hoblet@utoledo.edu

The final candidate for this position must successfully complete a background check and be eligible for RN and APRN licensure in the State of Ohio.

The University of Toledo is an equal opportunity, affirmative action employer. The University of Toledo does not discriminate in employment, educational programs, or activities on the basis of race, color, religion, sex, age, ancestry, national origin, sexual orientation, gender identity and expression, military or veteran status, disability, familial status, or political affiliation.

The University of Toledo provides reasonable accommodation to individuals with disabilities. If you require accommodations to complete this application, or for testing or interviewing, please contact the Human Resources Department at 419-530-4747 between the hours of 8:30 AM and 5:00 PM or apply online for an accommodation request.
The 2021-2022 NursingCAS cycle will open on August 12. Programs seeking to launch and receive applications on this date were required to submit their information by June 30. As of July 13, the NursingCAS Team has received over 1,100 program pages for review. Has your college submitted information for the 2021-2022 cycle? Speak with your admissions team to ensure your program is ready for launch!

All submissions after June 30 will require a 2-week turnaround period before programs will be reviewed and approved. Further submission information is available through a recent NursingCAS webinar and Help Center.

Not a NursingCAS member? Schedule a demo with the NursingCAS team to learn more. Nursing’s Centralized Application Service (NursingCAS) provides accredited nursing colleges a FREE, robust admissions platform to efficiently manage data-driven admissions application reviews in a cloud-based software. In the 2019-2020 cycle, NursingCAS received 85,338 applications from 61,299 applicants.

PRINT COPIES OF THE ESSENTIALS AVAILABLE—ORDER TODAY!

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ABOUT SYLLABUS

Syllabus is published bimonthly by the American Association of Colleges of Nursing (AACN). Address Changes: Send to Syllabus, AACN, 655 K Street, NW, Suite 750, Washington, DC 20001.

Managing Editor: William O'Connor
Contributing Editor: Robert Rosseter, Chief Communications Officer

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