DIVERSITY IMPACT SUMMIT TO FEATURE LESSONS LEARNED FROM HRSA GRANTEE SCHOOLS OF NURSING

Dr. Margo Brooks Carthon, University of Pennsylvania; Dr. Gwen Garrison, Claremont Graduate University; and Tara Spencer, Chief, Nursing Education and Practice Branch, Health Resources and Services Administration

Make plans to attend AACN’s Advancing Nursing Workforce Diversity Impact Summit, a free virtual event to be held June 15-17. The Summit will explore evidence-based strategies for increasing diversity, equity, and inclusion in schools of nursing from faculty and nurse leaders as they describe the impact and learned outcomes following the implementation of a 4-year grant funded by the Health Resources and Services Administration (HRSA).

Thirty-two unique nursing schools will describe the opportunities, challenges, and benefits of implementing a holistic admissions review process, academic innovations, and a climate and culture assessment of their learning environments.

Speakers include Dr. Margo Brooks Carthon, who will speak on affirming the value of investments in diversity, equity, and inclusion in professional nursing; Dr. Gwen Garrison, who will introduce academic nursing’s climate and culture survey; and Tara Spencer, who will discuss HRSA’s work to advance nursing workforce diversity.

Learning outcomes for the Summit include:

• Describe the impact of implementing evidence-based strategies for increasing diversity, equity, and inclusion in nursing schools.
• Address challenges and facilitators when introducing changes to the admissions review process for nursing schools.
• Synthesize the necessary components for creating inclusive excellence in learning environments.
• Assess the potential benefits of innovations presented by participants in AACN’s Diversity Leadership Institute who are seeking to implement their capstone projects at their nursing schools.

For more information and to register, visit AACN’s website.
AACN MEMBERS APPROVE THE ESSENTIALS: CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION

On April 6, deans from the nation’s schools of nursing affiliated with AACN approved The Essentials: Core Competencies for Professional Nursing Education, which delineates competency expectations for graduates of baccalaureate and graduate nursing programs. This historic and bold move will transform how nurses are educated for entry-level and advanced roles.

“Academic nursing is taking this great step forward to champion competency-based education, which will help to clarify the significant and unique contributions that nurses make to health and health care,” said Dr. Susan Bakewell-Sachs, Chair of the AACN Board of Directors. “We believe this approach to nursing education will strengthen our professional identity and set the standard for graduates of baccalaureate, master’s, and Doctor of Nursing Practice programs to demonstrate their ability to lead change and achieve optimal outcomes across the continuum of health care. We are committed to the opportunities that moving to this new model of nursing education presents, including the need to address the social determinants of health and health inequities.”

As the largest segment of the healthcare workforce with nearly 4 million providers, nurses play critical roles in maintaining patient safety and ensuring access to lifesaving and health-sustaining services. The new Essentials provide a blueprint for how to prepare nurses to thrive in a continually evolving and complex healthcare environment.

The re-envisioned Essentials were developed by an expert task force, convened by the AACN Board of Directors in 2018, which included a 7-member leadership team, 28 representatives from academia and practice, and senior AACN staff members. Using an iterative and inclusive process involving hundreds of academic and practice leaders, faculty, students, and other stakeholders, the task force spent nearly 3 years developing and refining the Essentials based on feedback received. The final model and framework represent academic nursing’s best thinking on how to prepare nurses using a competency-based approach to education. Voting to endorse the final version of Essentials was conducted from March 23–April 6, 2021, which culminated in a strong majority of AACN’s member schools endorsing the new document.

AACN recognizes that this groundbreaking shift in how nurses are prepared in the U.S. will take 3 years or more to fully implement. Organizations that accredit nursing education programs, certify nurses in specialty areas, and license nurses for practice will need time to respond and adapt to the new Essentials, which will impact their operations.

AACN is committed to facilitating this transition and providing support to assist schools of nursing in meeting the new expectations. The association plans to appoint an implementation advisory task force to facilitate change, identify issues that may arise, and develop materials to support programs in transition. In keeping with AACN’s commitment to providing learning opportunities for deans and faculty via webinars, conference sessions, online resources, and workshops, AACN will focus programming on moving to the new Essentials and addressing related concerns. Resources currently available include:

- **An online resource** housing information and helpful tools for schools of nursing to adapt their programs, including key documents, references, videos, and updates on upcoming training opportunities.
- **A brief guide**, titled Understanding the Re-envisioned Essentials: A RoadMap for the Transformation of Nursing Education, which explains how the transition to the new Essentials will occur, the timeline for implementation, and suggested steps that schools can take to begin this important work.
- **A Frequently Asked Questions** document that addresses many issues and includes insights from the Commission on Collegiate Nursing Education, the nation’s leading accreditor of baccalaureate and higher degree nursing programs, on when the new Essentials might be required for accreditation reviews.
- **Sample Resources from the Essentials Implementation Tool Kit**, including two sample domains and course descriptions. When complete, the tool kit will provide recommendations and examples of learning strategies, resources, content, and assessment strategies for each of the 10 Essentials domains.

The new Essentials can be found online. Printed copies will be available for purchase from AACN in late June.

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**DR. JOAN STANLEY RECEIVES NONPF AWARD**

In a virtual ceremony held last month in conjunction with the annual conference of the National Organization of Nurse Practitioner Faculties (NONPF), AACN Chief Academic Officer Dr. Joan Stanley was presented with that organization’s 2021 Friends of NONPF Award. Dr. Stanley was cited for her strong support of quality nurse practitioner education.
Q&A with Practice Leaders on the Essentials Task Force

For this issue of Syllabus, we asked members of the Essentials Task Force representing the practice community about AACN’s recently released *The Essentials: Core Competencies for Professional Nursing Education* (see page 2). Throughout the development of the new Essentials, AACN actively engaged practice leaders in the work to re-envision how nurses are prepared to thrive in the healthcare system.

Here are their responses to questions about this new approach to nursing education and the future of health care.

**JILL CASE-WIRTH, MHA, BSN, RN**  
Senior Vice President & Chief Nurse Executive  
Wellstar Health System  
Atlanta, GA

**MARY MORIN, MSN, RN, NEA-BC**  
Nurse Executive, Sentara Medical Group  
Sentara Healthcare  
Norfolk, VA

Why is it important for new nurse graduates to have a consistent set of identifiable competencies?

As a nurse executive in the practice environment, and a member of the Essentials Task Force, it became apparent how valuable it would be to have standard competencies co-authored and endorsed by academic and practice leaders. The Essentials offer a common knowledge, model and framework delineating competency for nursing students, progressing from new graduate of baccalaureate and graduate programs. The guidelines are competency-based, which defines the unique role of nursing in health care, while spanning their career. The new Essentials is a transformational framework preparing nurses to remain relevant scholars and innovators in an ever-changing practice environment.

The application of this competency-based model with 10 domains of practice bridges the academic to practice environment in a transparent and developmental way that will strengthen the professional practice, performance, and leadership of nurses across the country.

How can academic-practice partnerships facilitate the implementation of the new Essentials?

Academic-practice partnerships are ideal for nurse leaders across the country to utilize as we move forward to implement the new Essentials. AACN has created a framework that we have leveraged at Wellstar Health System to prioritize thoughtful experiential learning opportunities, developed innovations in our education models, and improvements in the transition of undergraduate and graduate nursing students. The model will inform us, providing process and outcome measures guiding executive leaders on where we are today and where we need to go to fully adopt the Essentials.

The Essentials will prompt thought leaders from academia and health care to work together to co-opt competency development and innovate education and experiential learning to prepare the next generation of nurse leaders.

We’re going to learn a lot as we sit together, take this conceptual framework, and put it into practice. The Essentials values the preparation of nurses and represents a shared commitment to the student, nurse, and advanced degree nurse, while advancing the practice of nursing across the country.

What will be the biggest impact of the Essentials on nursing practice?

Using a competency-based education model ensures new graduates have the minimum needed knowledge and skills to perform safely and competently in the practice environment. I believe new graduates will be better prepared for actual practice as they will have demonstrated competency in core “essential” aspects of professional nursing practice.

Do the new Essentials support innovation in nursing education?

I think a competency-based approach is innovative for formal nursing education (e.g., university). The nursing profession has a longstanding history of using competency-based education and training to ensure competency of core knowledge and skills in the practice environment. It is very exciting to see the Essentials work aligned with competency-based education in other healthcare disciplines and with the practice environment.

Continued on page 4
What excites practice leaders most about the new Essentials?

The most exciting part of the Essentials are the competencies themselves. Through the work of the Essentials, the practice sites will have clear and realistic expectations of new graduates. Enhancing the partnerships between preceptors and students will promote the application of learning aligned with the overall objectives. This competency model will foster a smoother orientation and should shorten the timeline for the nurse to become proficient in their new role.

How do the new competency expectations strengthen nursing’s professional identity?

The competency model is informed by the nursing practice itself, person-centered care, population health, and personal, professional, and leadership development to ensure a comprehensive approach to care. The enhanced focus on these competencies provides a clear view of nursing/nurses for consumers, patients, interprofessional partners and legislators/regulators. It is our intention that this will promote and advance the impact nurses have on the overall health system. Competency in systems-based practice and information and healthcare technologies puts nurses in the forefront of the improving healthcare delivery, quality, and costs. The recognition of the expertise and value of nurses across the care spectrum will ensure nurses are “at the table” promoting and delivering on consumers’ needs.

Why are the new Essentials transformational?

The Essentials were developed in partnership with representatives from academia and practice to provide a contemporary view of what is needed in nursing education in a dynamic healthcare environment. Societal changes, technological advances and rapidly evolving evidence require a higher degree of knowledge and competency to manage in today’s complex healthcare system. To address the challenges of preparing tomorrow’s professional nurse, the Essentials have been developed in a competency-based framework that can be measured by faculty throughout the educational experience. In addition, it provides practice with a clear expectation of what a new graduate has learned in their academic experience. This allows practice to establish learning opportunities to assist in making the new graduates transition more effective.

The worst pandemic in 100 years called on nurses to stand between a raging infectious disease process and the vulnerable patients in their care. Nursing’s heroic response demonstrated the unwavering commitment to put patients first. Their ability to unite science and kindliness during the pandemic underscored to all the commitment of the nursing profession. As we look toward the future, the advance preparation of nurses is critical to enable us to continue to evolve as a profession and to maintain the health of our nation. Together academia in true partnership with practice not only advances the preparation of tomorrow’s caregivers but strengthens our profession at a time when it is needed most.

How can educators engage their practice partners in advancing the new Essentials?

Practice is an important stakeholder in the preparation of caregivers. For a successful implementation a strong active partnership needs to be developed. As a stakeholder, practice partners should be engaged at the very beginning of planning for implementation with the local nursing program.

• An executive summary should be prepared explaining the development and framework of the essentials. Specifically, practice needs to understand the domains and concepts that support the essentials. An explanation of the two levels of undergraduate and graduate needs to be provided. Finally, the model of competency and sub-competency-based learning should be included.

• A full copy of the Essentials should accompany the executive summary to provide more detail of how the domains and competencies are delivered.

• Regular meetings (minimally monthly) to discuss and educate practice about the Essentials and progress on curriculum development should be held. Drafts and then a final copy of the curriculum should be provided to the practice partner to help them develop and coordinate clinical experiences.
As COVID-19 raged across the U.S. and around the world, more than 120 leaders in nursing and healthcare education, practice, and policy convened in a virtual summit organized by the Tri-Council for Nursing. Their goal was to identify critical lessons learned from the pandemic and brainstorm opportunities for transforming nursing and health care, now and in the decades ahead. The just-published in-depth report, *Transforming Together: Implications and Opportunities from the COVID-19 Pandemic for Nursing Education, Practice, and Regulation*, details the blueprint for action that spans care settings, educational environments, regulatory agencies, and policy forums.

This report is expected to inspire innovative disruption around six distinctive themes deemed essential to the future of nursing education, practice and regulation: Equity and Health Equity; Ethics; Nursing Workforce; Innovation; Inter-Professional Emergency Planning and Response; and Mental Health and Wellbeing. Within each category, the group outlined priority items that present the most promising areas of opportunity and an actionable framework for educators, practitioners and public policy decision makers.

The report also contains sector-specific implications. The education sector, for example is advised to expand course curricula related to public health, crisis management, health equity, mental health, and social determinants of health. The practice sector, in turn, is urged to take steps to ensure worker and patient safety by addressing supply chain challenges like personal protective equipment (PPE) and test kits and equitable distribution of resources and supplies. Finally, those in the area of regulation are encouraged to work with state health departments and hospitals to prepare appropriate emergency declarations that pinpoint resources in limited supply.

AACN President and CEO Dr. Deborah Trautman said, “Transforming health care requires close collaboration among all stakeholders and a shared commitment to moving beyond the traditional and embracing the possible. By working together, academic, practice, and regulatory leaders can effectively co-create our preferred future by advancing opportunities for nurses to achieve educational and career goals, infusing innovation into practice models, promoting nurse wellbeing and resilience, and achieving health equity.”

The virtual summit was funded by the American Nurses Foundation. “The Foundation is leveraging nurses’ experience and lessons learned during the pandemic to foster transformation of the profession that will benefit and strengthen us as individuals, communities and a nation,” said Foundation Executive Director Kate Judge.

In preparation for the virtual summit, held on December 3, 2020, the Tri-Council circulated a survey to collect and analyze data used to facilitate the design and content of the conference. In addition to now distributing the report, the Tri-Council intends to continue to identify implications, opportunities, and actions from its member organizations to undertake, while inviting other professional associations and advocacy groups to participate in the efforts to drive change and innovation.

The full report is available online at TriCouncilForNursing.org.

The Tri-Council for Nursing is an alliance between AACN, the American Nurses Association, the American Organization for Nursing Leadership, the National Council of State Boards of Nursing, and the National League for Nursing.

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**CDC FUNDING OPPORTUNITIES FOR AACN MEMBERS: PUBLIC HEALTH EMERGENCY PREPAREDNESS/RESPONSE AND DATA MODERNIZATION**

AACN, in cooperation with the Centers for Disease Control and Prevention (CDC), is pleased to announce two funding opportunities for Workforce Improvement Projects (WIPs): Public Health Emergency Preparedness and Response Applied Research and Practice Training Program and Public Health Data Modernization Workshop. AACN member schools of nursing with expertise in public health emergency preparedness/response, public health information systems, and interprofessional relationships with schools of public health and state/local health departments are strongly encouraged to apply for these funding opportunities. The project period for these awards is approximately 10 months and is being funded for $400,000 and $300,000. AACN member schools should submit applications directly to AACN by emailing Allison Jacobs at ajacobs@aacnnursing.org no later than 11:59 p.m. ET on Monday, July 5, 2021. For more information or to apply, click [here](#).
AACN TO HOLD INAUGURAL DIGITAL ACADEMY IN COLLABORATION WITH APPLE EDUCATION

AACN’s inaugural Digital Academy – Building the Essentials Tool Kit with Digital Innovation – will be held as a pre-conference to AACN’s Transform 2021, November 30-December 2 in Dallas, TX. This event will bring together 30 innovative nursing faculty to develop digital projects around the 10 domains outlined in the new AACN Essentials. The Academy will provide nurse educators with training and tools to sharpen their skills as digital content creators and a unique experience to network with colleagues from schools nationwide.

Participation is limited to 30 individuals selected from AACN member institutions (limited to one person per school). The Digital Academy is free, but participants are responsible for the cost of travel, meals, and lodging.

Who Should Apply:
• Faculty/Administrators/Staff from an AACN member institution (NOTE: Faculty who have attended previous digital innovation bootcamps are not eligible to apply.)
• Willing to breaking the mold and learn new ways to innovate digital content
• Familiar with AACN’s Essentials Document, Domains, and Concepts

Academy and Faculty Outcomes
Faculty selected to attend the academy will develop a digital project that aligns with one of the 10 Domains delineated in the new Essentials, including integrative learning strategies/concepts, opportunities for program enhancement, and resources that will assist faculty in either entry-level or advanced-level professional nursing education.

Faculty must come prepared to adapt, change, and rethink their digital project using the tools and hands-on learning provided by Apple Distinguished Educators. After completion of the Academy, participants may submit their projects for inclusion in the Essentials tool kit and for consideration as a poster presentation or abstract at one of AACN’s conferences in 2022.

Time Commitment
• Three virtual meetups with pre-work assignments: Weeks of August 30, October 6, and November 1
• One 3-day, in-person Digital Academy: November 30 - December 2 (pre-conference to AACN’s Transform 2021 in Dallas, TX)
• Weekly online conversation/discussion within a dedicated AACN Connect Online Community for sharing progress and resources

Suggested Resources for Preparing Your Application
• Download Call for Applications and review application
• AACN’s Essentials Webpage (“includes Sample Resources for Essentials Implementation Tool Kit”)
• Active Learning: Near and Far (a digital book created by Apple Distinguished Educators)
• Digital Bootcamp Alumni Projects

Online Application
THE APPLICATION DEADLINE IS JUNE 15, 2021. Applicants will be notified of acceptance by August 3.

Contact
If you have questions, contact Amy McElroy, AACN’s Director of Communications and Content Curation, at amcelroy@aacnnursing.org.
The Foundation for Academic Nursing, the philanthropic arm of AACN, has announced a second round of funding for the AACN Faculty Scholars Grant Program. The program is aimed at highlighting the innovative work being led by nurse educators to redesign teaching and learning at AACN member schools.

**Award Details**

A total of $50,000 in funding will be distributed to support two $25,000 faculty scholarship projects through 2022. Two awards were previously awarded in the 2020-2021 academic year. The focus of these scholarly activities should reflect current issues in nursing education or practice and support of AACN’s strategic priorities. See details below.

**2021-2022 Academic Year Themes**

*Diversity, Equity, and Inclusion*

- Achieving health equity and promoting a culture of health
- Recruitment and retention of nurse faculty and students of color
- Impact of nursing workforce diversity on patient outcomes
- System facilitators and barriers to preparing a diverse nursing workforce

*Innovation and Excellence in Academic Nursing*

- Execution of competency-based nursing education
- Competency assessment in competency-based education
- Developing leadership capacity in nursing faculty and students
- Innovative clinical experiences across the four spheres of care

**Faculty Commitment**

Faculty receiving funding must provide 6- and 12-month progress reports and share data findings and additional content with the academic nursing community through AACN’s website, Syllabus newsletter, and social media. Scholars will be expected to present at an AACN conference and submit a manuscript for publication to the *Journal of Professional Nursing*.

**How to Apply**

Before completing your application, please review the full Call for Applications. Applicants must apply via this online form and submit no later than August 6, 2021.

For more information, contact Marta Okoniewski, AACN’s Director of Student Engagement, mokoniewski@aacnnursing.org.

**Contributing to the Foundation for Academic Nursing**

The Foundation for Academic Nursing is currently seeking support from philanthropies, corporate donors, and individuals looking to advance AACN’s goals and priorities. Your support will help to expand our impact and usher in new innovations in nursing education and practice. Those wishing to contribute are encouraged to donate online via the AACN website. Click here to see a list of current donors. For more information, please contact foundation@aacnnursing.org.

AACN LEADS introduces a portfolio of programs for new, early career, and experienced deans, associate deans, program directors, and faculty. Click here for information on AACN’s leadership programs.
Vanderbilt University School of Nursing Faculty Positions

Vanderbilt University School of Nursing (VUSN) invites applications for full-time faculty positions in the Pre-Specialty Level (Generalist) program and 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 and Qualifications:

Academic Director, Neonatal Nurse Practitioner Specialty

- A doctorate in nursing or related field
- Five years of substantive clinical experience as a Neonatal Nurse Practitioner with evidence of scholarship
- National board certification in area of specialty – National Certification Corporation (NCC) certification required
- An unencumbered license as a registered nurse and advanced practice nurse in Tennessee or eligibility to obtain licensure in Tennessee
- A demonstrated commitment to working with diverse populations
- Three years high-quality formal teaching experience in graduate level required, previous academic leadership preferred
- Must be willing to relocate

Pre-Specialty Level Faculty Position

- A master’s degree in nursing required, doctoral degree in nursing preferred
- An unencumbered license as a registered nurse and advanced practice nurse in Tennessee or eligibility to obtain licensure in Tennessee
- A demonstrated commitment to working with diverse populations
- High-quality formal teaching experience preferred
- Clinical experience in general medical-surgical nursing preferred
- Substantive clinical experience in the area of Obstetrics with 5 years preferred
- Must be willing to relocate

VUSN is a leader in education, research/scholarship, and currently ranked in the top 10 in the country 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 DNP program, ranked No. 6 in the nation by U.S. News and World Report, has approximately 125 students enrolled. 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.

Interested candidates should submit a curriculum vitae and cover letter using the application link at: https://nursing.vanderbilt.edu/faculty_staff/employopp.php Screening of applicants begins immediately and applications are accepted until the position is filled. All inquiries, submitted materials, and correspondence are confidential.

2022 US News and World Report MSN and DNP Program Specialty Rankings:

- #2 Adult Gerontology-Acute Care
- #5 Adult/Gerontology, Primary Care
- #2 Family
- #1 Nurse-Midwifery
- #2 DNP Adult Gerontology Acute Care
- #2 DNP Executive Leadership
- #4 Nursing and Health Care Leadership
- #1 Psychiatric Mental Health, Across the Lifespan

Vanderbilt University has a strong institutional commitment to recruiting and retaining an academically and culturally diverse community of faculty. Minorities, individuals with disabilities, and members of other underrepresented groups, in particular, are encouraged to apply. Vanderbilt University is an equal opportunity, affirmative action employer.

The final candidate for this position must successfully complete a background check.
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Questions can be directed to Karen Hoblet, PhD, RN, CNL, Search Committee Chair, karen.hoblet@utoledo.edu

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**ASSOCIATE DEAN FOR RESEARCH**

Florida Atlantic University is seeking candidates for the Associate Dean for Research position who are passionate about nursing science in Boca Raton, FL.

FAU’s Christine E. Lynn College of Nursing is known internationally for being dedicated to Caring Science: expanding the science, practicing the art, studying the meaning, and living it day-to-day. We offer four-degree programs (BSN, MSN, DNP and PhD) with curricula that are unique and caring-based with opportunities for interprofessional education with medical and social work students. Our strong values give us identity, direction, and purpose. FAU’s College of Nursing ranks No. 11 nationwide by U.S. News & World Report in 2021 for “Best Online Master’s in Nursing Administration Programs” and No. 32 for the “Best Online Master’s in Nursing Programs.” Our MSN and DNP programs are ranked 56th and 60th in 2022, respectively. FAU has one of the most diverse student bodies in the country, and we are designated as a Hispanic-Serving Institution. FAU Nursing has two nurse-led healthcare centers with opportunities for faculty practice. The position is responsible for the oversight of the Office of Nursing Research & Scholarship, and provides mentorship and guidance to faculty while facilitating innovative programs of research and scholarly productivity.

**Minimum Qualification:**

- An earned research doctorate from an accredited institution in nursing science (PhD in nursing or related field or DNS - Doctor of Nursing Science) by the time of application and RN licensure required. A DNP (Doctor of Nursing Practice) is not the correct degree requirement for this position. Must have a program of research, record of external funding to support research, and a substantial publication record.

All applicants must apply electronically to the currently posted position (Associate Dean of Research and Professor) on the Office of Human Resources’ job website ([https://fau.edu/jobs](https://fau.edu/jobs)) by completing the required online employment application and submitting the related documents. When completing the online application, please upload the following: a cover letter, curriculum vitae, and optional copies of official transcripts scanned into an electronic format. Applications will be reviewed as soon as possible.

A background check will be required for the candidate selected for this position. This position is subject to funding.

For more information and to apply, visit [http://www.fau.edu/jobs](http://www.fau.edu/jobs) and go to Apply Now (REQ09854).

**FAU** is an equal opportunity/affirmative action/equal access institution and all qualified applicants will receive consideration without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veterans status or other protected status. Individuals with disabilities requiring accommodation, please call 561-297-3057, 711.

FAU is committed to the principles of engaged teaching, research and service. All persons aspiring to achieve excellence in the practice of these principles are encouraged to apply.

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**UPCOMING CONFERENCES**

- **Academic Nursing Leadership Conference**
  October 30–November 1, 2021
  Washington, DC

- **Diversity Symposium**
  November 9–10, 2021
  Virtual Event

- **Transform 2021**
  December 2–4, 2021
  Dallas, TX

  Pre-Conferences:
  - **Faculty Development Conference**
  - **Fall Executive Development Series**
  - **Faculty Leadership Network (FLN) Program**
Opportunities

2021
ACADEMIC NURSING LEADERSHIP CONFERENCE
OCTOBER 30-NOVEMBER 1, 2021
HYBRID EVENT
REGISTER NOW

Diversity Symposium
November 9-10, 2021
Virtual Event
REGISTER NOW

Where Nurse Faculty and Innovation Meet
TRANSFORM 2021
DECEMBER 2-4
HYBRID EVENT
REGISTER NOW

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Rates: The classified ad rate is $14 per line for AACN members; $18 per line for nonmembers (approximately 40 characters and spaces per line).

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Send Copy To: All copy must be submitted electronically, preferably in Word format (or PDFs for display ads) to Cat Proulx (cproulx@aacnnursing.org).