AACN RECOGNIZES EXCELLENCE AT THE 2019 ACADEMIC NURSING LEADERSHIP CONFERENCE

At the 2019 Academic Nursing Leadership Conference (ANLC), AACN presented several awards to well-deserving individuals and schools. The conference was held in Washington, DC, October 19-22.

Dr. Malcom Cox was the recipient of the John P. McGovern Invitational Lectureship Award. Dr. Cox is an Adjunct Professor of Medicine at the University of Pennsylvania. He most recently served as the Chief Academic Affiliations Officer for the U.S. Department of Veterans Affairs, where he oversaw the largest health professions training program in the country and repositioned the VA as a major voice in clinical workforce reform, educational innovation, and organizational transformation. Upon receiving the award, Dr. Cox delivered the McGovern Lecture to a record number of conference attendees.

The 2019 Lois Capps Policy Luminary Award was presented to Dr. Sally Cohen from New York University College of Nursing. Dr. Cohen was cited for her integration of health policy into nursing education, particularly her focus on health and social policies for children, including healthcare coverage, bullying prevention, and the rights of children. Dr. Cohen is a leader in advancing sound policy principles, with a steadfast commitment to educating future generations of nurses to be lifelong advocates for these vital issues.

Receiving an AACN Emeritus Membership Award was Dr. Judy Beal from Simmons University. During her career and 14 years of membership with AACN, Dr. Beal served several terms on the Board of Directors, including service as Chair-Elect from 2018-2019 and as Secretary from 2014-2018. She also served as a member of the Nominating Committee from 2006-2008 and has been a driving force behind AACN’s work to advance academic-practice partnerships.

AACN member institutions also were recognized at the ANLC with several honors. The Professional Nursing Education Award recognizes pioneering educational initiatives launched by AACN member institutions.

At the ANLC, awards were presented in four institutional categories:

- **Small/Liberal Arts Colleges:** Lakeview College of Nursing
- **Academic Health Centers:** University of Cincinnati College of Nursing
- **Private Colleges/Universities:** University of San Francisco School of Nursing and Health Professions.
- **Public Colleges/Universities:** University of Wisconsin-Milwaukee College of Nursing
AACN GOVERNMENT AFFAIRS CHAIR NANCY FAHRENWALD TESTIFIES BEFORE HOUSE COMMITTEE

On November 13, Dr. Nancy Fahrenwald, Dean and Professor at the Texas A&M University College of Nursing, presented testimony before the House Committee on Small Business on the role of innovation in academic nursing. Dr. Fahrenwald, who serves as the Chair of AACN’s Government Affairs Committee, discussed how her school of nursing is using clinical simulation to augment nursing curriculum and better prepare tomorrow’s practitioners and caregivers.

“Dr. Fahrenwald provided testimony at a time when nursing educators are evolving to incorporate 21st century technologies and innovations,” said Dr. Ann Cary, Chair of the AACN Board of Directors. “Academic nursing is always working to improve the education experience, and we appreciate the Committee giving us the opportunity to discuss our great work.”

From simulation labs to electronic health records and virtual reality to adaptive learning, academic nursing has been at the forefront of incorporating new technologies and ideas to ensure that future nurses are prepared to competently and confidently enter the workforce.

“Nursing schools are increasingly using a design-build approach paired with an instructional designer to promote innovation and ensure effective teaching methods,” said Dr. Deborah Trautman, AACN President and Chief Executive Officer. “These methods help to address diverse learning styles as well as limited resources, rising education costs, and demands to expand enrollments.”

The House Committee on Small Business hearing was titled Upskilling the Medical Workforce: Opportunities in Health Innovation. The association will continue to work with our Nursing Community Coalition partners and Congress to ensure that investments in nursing education are, and remain, a top priority as the demand for high-quality, patient-centered health care continues.

Read Dr. Fahrenwald’s full testimony here. Watch the recording of the hearing here.

AACN’s 50th ANNIVERSARY GALA: AN EVENING TO REMEMBER

The beautiful and historic Library of Congress was the remarkable setting for AACN’s 50th Anniversary Gala, held on Saturday evening, October 19.

In her remarks to guests, Board Chair Ann Cary said, “We could not think of a more spectacular setting to host this special event than the Library of Congress, which serves as monument to scholarship, new ideas, and excellence – all things that resonate with academic nursing leaders.”

Guest speakers for the evening were Representative Donna Shalala and Richard Levin, President and CEO of The Arnold P. Gold Foundation.

The full text of Dr. Levin’s remarks can be found here.

Photos from the evening can be found here.

The program for the entire weekend’s celebration can be found here.

ESSENTIALS NATIONAL FACULTY MEETING

As part of the association’s work to build awareness and consensus around the new Essentials, AACN has created a virtual learning portfolio for you to use to share information about our current work on the Essentials with faculty to garner their input and ideas for moving forward. Click here for more information.
At the American Academy of Nursing’s annual Policy Conference, authors Di Fang, AACN Director of Institutional Research and Data Services, and Karen Kesten received the Nursing Outlook 2019 Excellence in Nursing Education Award for their recent article titled “Retirements and Succession of Nursing Faculty 2016-2025”. Highlights of the article include these findings:

- The percentage of full-time nursing faculty aged 60 and older increased from 17.9% in 2006 to 30.7% in 2015.
- The mean age at retirement increased from 62.2 to 65.1 years.
- The projected faculty retirements for the next 10 years equal roughly one-third of total faculty in 2015.
- The retiring faculty are likely to come from faculty aged 60 or older in 2015, and faculty aged 50–59 in the same year are likely to be the replacements for the retiring faculty.
- The impact of the retiring faculty on the faculty workforce will be huge given their overrepresentation in doctoral attainment, senior rank, and ability for graduate-level teaching.
- Younger faculty who are likely to replace the retiring faculty possess fewer doctoral degrees, lower senior faculty ranks, and more limited in ability for graduate-level teaching.

(Left to right) Nursing Outlook Associate Editor Barbara Smith, Karen Kesten, Di Fang, and Nursing Outlook Editor Marion Broome.

## UPCOMING WEBINARS

**December 11, 2:00-3:00 pm ET**  
**Seeking Inclusion Excellence by Understanding Microaggressions in Health Professions Students**

Join AACN and Dr. Kupiri ‘Piri’ Ackerman-Barger as we thoughtfully consider the impact of microaggressions in nursing learning environments and explore strategies to promote inclusion excellence. When the awareness of frequent racial microaggressions is present, then schools are poised to take action.

**December 12, 2:00-3:00 pm ET**  
**IPE Exemplars to Improve Collaborative Practice for Population Health**  
*Hosted by the Interprofessional Education Collaborative (IPEC)*

Faculty seeking proven approaches for enhancing interprofessional learning among health professions students in preparing them for collaborative practice will discover two exemplar curricular and collaborative student learning experiences for potential application or adaptation in their own academic settings.

---

**AACN 2020 CONFERENCES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Conference Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 29</td>
<td>PhD Pre-Conference</td>
<td>The Naples Grande Beach Resort, Naples, FL</td>
</tr>
<tr>
<td>January 29</td>
<td>Faculty Practice Pre-Conference (PLN)</td>
<td>The Naples Grande Beach Resort, Naples, FL</td>
</tr>
<tr>
<td>January 30</td>
<td>Breakfast Workshop: Advancing Nursing Science with Cutting Edge Research</td>
<td>The Naples Grande Beach Resort, Naples, FL</td>
</tr>
<tr>
<td>January 30–February 1</td>
<td>Doctoral Education Conference</td>
<td>The Naples Grande Beach Resort, Naples, FL</td>
</tr>
<tr>
<td>February 20-22</td>
<td>CNL Summit</td>
<td>Hilton Palacio Del Rio, San Antonio, TX</td>
</tr>
<tr>
<td>March 20-21</td>
<td>Nursing Advancement Professionals (NAP) Conference</td>
<td>The Fairmont Washington, Washington, DC</td>
</tr>
<tr>
<td>March 21–24</td>
<td>AACN Deans Annual Meeting</td>
<td>The Fairmont Washington, Washington, DC</td>
</tr>
<tr>
<td>March 22–24</td>
<td>Student Policy Summit</td>
<td>Washington Marriott Georgetown, Washington, DC</td>
</tr>
<tr>
<td>April 13-15</td>
<td>Graduate Nursing Admissions Professionals (GNAP) Conference</td>
<td>Disney’s Coronado Springs Resort, Orlando, FL</td>
</tr>
</tbody>
</table>

---

**DI FANG RECEIVES NURSING OUTLOOK EXCELLENCE AWARD**

---
When and where did your work in health policy begin?

It actually began in Argentina, back in the 1980s, where I was living at the time. Complications during the birth of one of my daughters got me interested in advocating for women’s health and that led to my interest in public health and health policy. My earlier career had focuses on human rights and, to some extent, I come to health policy with that framework.

What is the Fitzhugh Mullan Institute for Health Workforce Equity?

Dr. Fitzhugh Mullan and I co-founded the GW Workforce Institute in 2015 to further research and education in health workforce equity. When he stepped down this year, we were able to rename the institute the Fitzhugh Mullan Institute for Health Workforce Equity after his lifelong commitment to social justice, health equity, and health workforce policies. The Mullan Institute is interdisciplinary, involving six schools within the George Washington University and includes approximately 25 faculty and 13 staff members.

The central idea of our work is that without understanding the health workforce, policies that promote coverage or quality or cost containment are likely to fail. This is both because it is still people who deliver care.

In particular, access to affordable care is impossible with an adequately distributed workforce, especially in rural and underserved areas. That workforce also has to be committed to primary and community-based care, willing and able to work in interdisciplinary teams, and able to coordinate across sectors to address population health needs. We also need policies and funding priorities that increase the diversity and inclusiveness of the workforce and, of course, fair working conditions, especially for the low-paying support staff and home care workers.

So, our focus is on making the workforce more visible in policy analysis and helping the workforce to be advocates for a more equitable health system and society.

We do that through three types of activities: research that strengthens the evidence base of health workforce education and policy; convening that enhances policy coordination and consensus among public and private stakeholders; and education at the graduate level and at the mid-career level that aims to develop what Dr. Mullan affectionately calls health workforce equity warriors.

Why is the work of AACN’s Health Policy Advisory Council (HPAC) important?

AACN is a tremendously important voice in health policy, both because of the sheer size of the nurse workforce, and because of the important roles nurses can play in policy discussions. Helping to prioritize those areas in which AACN can have the greatest impact is a tremendous honor, particularly since I am not even a nurse!

As the newly appointed Chair, have you set any immediate goals for HPAC?

We have just begun the process of setting an agenda, with the aim of having achieved a few concrete changes by the time our terms end in two years. That said, an indisputably important topic that in some ways underlies many others is payment redesign. This represents a tremendous opportunity to rethink the roles of nurses and the healthcare system more broadly, with greater emphasis on health outcomes of course, but also more explicitly on the problem of coordinating care with the social services sector and advocating for greater equity in all of the major social and economic areas that determine health.

What impact do the HPAC’s recommendations have on nursing education and the profession?

Well the HPAC has played an important role on at least three fronts: First, it has facilitated access to outside funding for schools of nursing, through grants like the one we have helped administer from the National Institute on Drug Abuse.

Second, the HPAC is continuously working to identify and nominate nurses for Federal Advisory boards, especially...
those boards that are not focused exclusively on nursing but concern broad policy issues.

Third, regardless of the priorities in a given year, the HPAC is committed to working on actionable recommendations that result in concrete benefits for nurses and the country. For example, last year, under Julie Sochalski’s leadership, we developed a white paper on the importance of all nurses obtaining a National Provider Identifier (NPI) so that nurses work can become more visible in new payment arrangements, and so we can better understand where nurses work and what they are doing. This recommendation is, of course, directly relevant to new nurse graduates as well as incumbents.

In your recently published report, “Activating Nursing to Address Unmet Needs in the 21st Century”, you describe opportunities for nurses to contribute to building a culture of health. What are some of those opportunities?

In the paper, I identified five areas in which the new context of healthcare creates opportunities for nurses. First, the Robert Wood Johnson Foundation’s orientation towards a Culture of Health is fueling the design and testing of new cross-sector and community engagement models around the country.

Second, the slow decline of fee-for-service payments in health care and the expansion of alternative value-based payment arrangements are driving a transformation of the delivery system, and in some places expanding nurses’ work into areas such as coordinating care, managing care transitions, conducting home visits, and developing community-based partnerships.

Third, new oversight of tax-exempt hospitals requires community health needs assessments and the implementation of subsequent community health benefit plans. Nurses can and should be playing a role in these.

Fourth, advancement of health technologies is facilitating decentralization of health care and the engagement of patients in their own healthcare plans. Nurses need to be at the forefront of this transformation, moving outside of hospitals and into the community. Even if their primary employment remains in a hospital, there are ways to work with communities and do more outreach.

Last, the changes in physician workforce are stunning, and may have significance not just for the doctor-nurse relationship at a micro level, but also may allow nurses to assume a more prominent role in leadership and health policy. In particular, the decline of the solo practice model and the rise in employed physicians likely changes financial interests. The fact that just over half of graduating physicians are now women could also impact the relationship between the two professions.

What can nurse educators do to ensure diversity in the nursing workforce?

Well, just as with other health professions, this is an area in which so much more could and should be done. From pipeline programs at the high school level, to more flexible admission criteria, to mentoring throughout nursing school and afterwards, to locating schools in rural and underserved areas, we know that these strategies can work.

What should nursing’s priorities be in the dialogue on healthcare reform?

Nurses need to emphasize the importance of working at the intersection of professions and of sectors. This is one of the reasons Lilian Wald was so successful in the early 20th century. She led teams comprised of both nurses and social workers, and they worked to connect communities with all kinds of services. The great danger for nursing, as with any profession, is to remain in a professional silo and consider only the needs of the profession.

Why is it important for nurses to serve in leadership positions?

Throughout history, nurses have been social activists. As more nurses enter leadership positions, that is the role that they can and should play.

Do you have any advice on how academic nursing leaders can forge strong partnerships with their counterparts in practice?

We see this occurring to some extent already. Indeed, I was just at a shared conference in Virginia with the hospital association and the association of deans. This is absolutely wonderful, but we also need to forge partnerships with other kinds of employers, current and potential. These may include schools, community health centers, sports clubs, assisted living or home visit entities. It is important to imagine nurses in a full range of types of jobs, and to enhance the relationships between nursing schools and new employers as well.
Indiana University South Bend is seeking a strong, dynamic leader to serve as Assistant Dean for the School of Nursing. The Assistant Dean, as the chief nursing administrator of the School of Nursing, organizes, directs, develops, administers and supervises all operations in the nursing programs in collaboration with the dean. The appointment is 75% administrative and 25% teaching. This tenured, twelve-month appointment begins July 1, 2020.

The School of Nursing (SON) is in the Dwyer College of Health Science which houses six programs with 37 full time faculty members. The SON consists of a traditional Baccalaureate degree (BSN), a Registered Nurse (RN) to BSN mobility option completion program, and a Master’s of Science in Nursing (MSN) Family Nurse Practitioner (FNP) program. There are 17 full-time faculty in the SON who serve over 200 students. Indiana University South Bend School of Nursing prepares holistic, caring, ethical professional nurses who respect the uniqueness of each individual. Our nursing graduates function in cohesive healthcare teams using critically evaluated evidence. The BSN and MSN programs are accredited through CCNE. The RN to BSN program is offered as a consortium with all the Indiana University campuses. Each of the nursing programs is positioned for enrollment growth.

South Bend, Indiana is an affordable and walkable city of more than 100,000 residents. Located on the St. Joseph River and just a short drive from Lake Michigan, South Bend is rich in recreational activities. Its residents also enjoy the many cultural events offered through South Bend’s five universities and its vibrant arts community.

IU South Bend’s strategic plan includes a commitment to advance diversity and open-mindedness and to create a civil, welcoming, and caring culture for all. Of over approximately 5,214 students, 25% self-identify as minorities. If you have a disability and need assistance with an application, special arrangements can be made to accommodate most needs by contacting Academic Affairs at: 574-520-4183.

Basic Qualifications

• an earned PhD in Nursing
• a distinguished record of clinical expertise, teaching, research, and service commensurate with appointment at the Associate Professor level and eligibility for tenure
• experience in leading education programs at the Program Director/Chair level or higher
• experience in developing community relationships that engage with important nursing and healthcare agency stakeholders
• eligibility for nursing licensure in Indiana

Additional Qualifications

• a keen understanding of the complexity of contemporary issues involved in nursing education
• a desire to develop an academic environment which is student-focused and conducive to faculty development through shared governance
• vision and skills to develop new nursing programs and tracks
• knowledge and experience with inter-professional education
• the ability to collaboratively plan physical space to address simulation

Salary and Rank: Competitive

Special Instructions: In addition to the required documents, please include:

• cover letter that includes a personal leadership statement
• current license (at OTHER)
• evidence of scholarly activity including peer reviewed publications and presentations (at OTHER 2)
• names, titles, email, and phone numbers of three references
• any other documents you feel would be of benefit to your application (OTHER 3)

For Best Consideration Date: 11/30/2019

Expected Start Date: 07/01/2020

Rutgers, The State University of New Jersey

As one of the nation’s largest, most comprehensive nursing schools, Rutgers School of Nursing is dedicated to the pursuit of excellence in education, research, evidence-based health care delivery, and the promotion of community health. The school educates close to 1,800 undergraduate and graduate students at four campus locations in Newark, New Brunswick, and Blackwood, NJ, as well as online. Rutgers is one of the largest employers in the State of New Jersey, and is an employer of choice for individuals seeking employment in higher education. Nearly 22,000 full-
The Imperial Valley campus of SDSU is seeking applicants for a tenure-track assistant professor position. The position is a joint appointment to the SDSU Imperial Valley and the School of Nursing on the San Diego campus. The primary appointment is to the undergraduate program at the Imperial Valley campus in Calexico, located in Calexico, within seven blocks of the international border and 120 miles east of San Diego.

Candidates must hold an earned doctorate in nursing or related field from a regionally accredited institution. Master’s degree in nursing required if doctorate is not in nursing. Sufficient evidence of academic experience, teaching excellence, scholarship (e.g. research, grant writing, refereed publications/presentations) and professional service, to warrant appointment at the rank of assistant professor. Candidates must be eligible for California licensure and Board of Registered Nursing (BRN) approval at time of appointment.

The full ad and application process can be found at Interfolio: https://apply.interfolio.com/69939. Also, visit our website: www.ivcampus.sdsu.edu.

UNIVERSITY OF MISSOURI—ST. LOUIS

The University of Missouri-St. Louis College of Nursing is seeking applications for tenured/tenure track, and doctorally prepared non-tenured teaching faculty. We are searching for faculty leaders committed to shaping the future of nursing and healthcare through education, research, practice and policy.

Current positions:

- Hubert C. Moog Endowed Nursing Professorship
- Associate Dean for Research
- Tenured/Tenure Track and Non-Tenure Track positions

Expertise in all areas will be considered with the following areas encouraged:

- Health care systems and policy
- Health informatics
- Statistical analysis
- Population Health
- Adult/Geriatric Nurse Practitioner
- Women’s Health Nurse Practitioner
- Psych/Mental Health Practitioner
- Primary Care Pediatric Nurse Practitioner
- Teaching faculty with expertise in a clinical area* (master’s degree will be considered)

Qualifications:

- Commitment to excellence in nursing education. All candidates should be able to teach in the undergraduate and graduate programs in their area of expertise.
- Doctoral degree in nursing or a related field
- Tenure track/tenured faculty – Demonstrated potential for extramurally funded program of research as evidenced by publications and/or successful funding record
- Advanced practice certification for NP faculty positions
- Eligibility for Missouri RN license

Please visit our website for further information on how to apply: www.umsl.edu/divisions/nursing/ Employment/index.html

UNIVERSITY OF NORTH CAROLINA GREENSBORO

Clinical Faculty Positions

The School of Nursing at the University of North Carolina at Greensboro (UNCG) is seeking nurses with experience and specialization in informatics, medical/surgical (acute care), adult / gero NP administration/ leadership, and nursing education to apply for full-time Lecturer, Clinical Instructor or Clinical Assistant/Associate Professor positions. The ideal candidates for positions will have current specialty certification, teaching and current clinical experience, and a background in evidence-based practice. Candidates must hold a master’s degree in nursing; doctoral preparation is desired. An unencumbered RN license in North Carolina is required prior to employment date. Salary and rank will be commensurate with experience and credentials. For more information about the school, please visit our website at http://nursing.uncg.edu.

Please apply through the UNCG Spartan Talent at https://spartantalent.uncg.edu/ Direct inquiries to: Dr. Pamela Johnson Rowsey, Adult Health Nursing Department Chair; 336-334-4943, pjrowsey@uncg.edu or Dr. Kelly Stamp, Family and Community Nursing Department Chair; 336-334-5105, kdstamp@uncg.edu.

Continued on page 8
The School of Nursing at the University of North Carolina at Greensboro is recruiting for a certified registered nurse anesthetist faculty position in the Doctor of Nursing Practice (DNP) program. The ideal candidate for this position will have teaching experience, current national certification as a Certified Registered Nurse Anesthetist, current clinical practice and scholarship appropriate to the desired rank. Candidates must hold a master’s degree in nursing and completed or enrolled in a doctoral program. RN and APRN licensure in North Carolina are required prior to start date. The position is designed to include clinical practice activities; many opportunities exist for faculty practice in the greater Greensboro area. Responsibilities of the position include teaching, faculty practice and active contribution to scholarship through evidence-based practice; student advising including participation in DNP capstone projects; and school, university and community service. The academic appointment is a 12-month clinical track position with full benefits and will be available August 1, 2019. Salary is commensurate with experience and credentials.

The School of Nursing is CCNE accredited and is an NLN Center of Excellence in Faculty Development. Please visit our website at https://nursing.uncg.edu/.

To apply, please visit the university online application site at: http://jobsearch.uncg.edu Position #998687 and 998923. The following materials are required and must be uploaded with the electronic application to be considered: Cover Letter, Resume/CV, List of References (3). Application and references are confidential until selected for interview. Review of applications will begin October 1, 2019 and continue until positions are filled. The positions will be available January 1, 2020 or August 1, 2020.

Tenure-track Assistant Professor

The School of Nursing at the University of North Carolina at Greensboro is seeking tenure-track assistant professor faculty. Tenure track positions are research intensive. Tenure track faculty are expected to develop a focused program of research, seek external funding, disseminate research findings, and teach. All positions will have responsibilities in research, teaching, and service missions. Positions are for a 9-month academic year and include full benefits; salaries for the positions are commensurate with experience and credentials.

Qualifications:

- All candidates must hold a graduate degree in nursing and a doctoral degree in nursing or related field and
- An unencumbered RN license in North Carolina, which is required prior to employment date.

The School of Nursing is CCNE accredited and is an NLN Center of Excellence in Faculty Development. Please visit our website at http://nursing.uncg.edu.

To apply, please visit the university online application site at: http://jobsearch.uncg.edu Position #2008, 2023, 4682, 998947, 998698 and 999058. The following materials are required and must be uploaded with the electronic application to be considered: Cover Letter, Resume/CV, List of References (3). Application and references are confidential until selected for interview. Review of applications will begin October 1, 2019 and continue until positions are filled. The positions will be available January 1, 2020 or August 1, 2020.

UNIVERSITY OF SAN FRANCISCO

Under the general supervision and direction of the Dean of the School of Nursing and Health Professions ("the School"), the Associate Dean for Nursing is responsible for developing and implementing strategies to promote high quality pre-licensure and graduate nursing degree programs (to be referred to in this document as programs) in the School. This position provides leadership in planning, implementing, and evaluating initiatives in cooperation with other Schools, as well as managing program requirements outlined by the regulatory and accreditation bodies. Associate Deans in the School work closely with the Dean to ensure the delivery of high-quality, accredited academic programs.

The Associate Dean for Nursing is responsible for all aspects of the School’s nursing programs including, but not limited to: development and improvement of programs, marketing strategy and enrollment growth, oversight of strategies for recruiting, retention, and career preparation of students in these programs. In collaboration with the staff and faculty, the Associate Dean for Nursing contributes to ensuring that the School remains compliant with all relevant accreditation and professional licensing bodies. The Associate Dean for Nursing is responsible for direct reports, including:

Continued on page 9
but not limited to the Assistant Dean for Undergraduate Nursing and the Assistant Dean for Graduate Nursing.

As a member of the School’s leadership team, the Associate Dean for Nursing collaborates closely with the Senior Associate Dean and the rest of the Leadership Team on policy making, planning, implementation, and evaluation of the School’s activities and assists in ensuring that the University’s vision, mission, and values are foundational elements in guiding decision-making and actions within the School.

For additional information and application, got to http://bit.ly/SONHPADN

VIRGINIA COMMONWEALTH UNIVERSITY

Associate Dean for Research, Scholarship, and Innovation

The Virginia Commonwealth University (VCU) School of Nursing seeks a dynamic and energetic leader for the school’s research enterprise, which includes strategic directions and oversight of all research and scholarly activities within the school.

The Associate Dean for Research, Scholarship, and Innovation (ADRSI) serves as the chief research officer at the School of Nursing and provides leadership in strategic planning for research and scholarly activities. The ADRSI is accountable to the Dean, based on a competitive application process.

Qualifications include: an earned doctorate in nursing or related discipline, from an accredited institution; if PhD is in a related field, a master’s degree in nursing is highly preferred; experience conducting research in the nursing discipline, with preference for experience in an academic health science setting; full-time senior faculty rank of Associate Professor or Professor with tenure; expertise in research methods and grant management; administrative experience at a senior level; a significant record of scholarly achievement and history of extramural funding; experience on NIH study section is preferred; and enjoys mentoring faculty and students on both tenure and non-tenure tracks to enhance their research programs and other scholarship.

Please respond confidentially with a letter of interest and CV in Word format to: Amy Z. Rose, Tyler & Company, arose@tylerandco.com

Adult Gerontology Acute Care Nurse Practitioner (F63940)

This 12 month term or tenure-eligible faculty position will serve as clinical faculty for undergraduate and graduate Adult Gerontology Acute Care courses; contribute to curriculum development, implementation, and evaluation; develop preceptors and appropriate clinical sites for Adult Gerontology concentration graduate students; clinically supervise individual Adult Gerontology students in graduate practica; participate in school governance activities; implement all roles of term or tenure-eligible track faculty (teaching, scholarship and service. Tenure track faculty must have an active program of research. Appointment to academic rank and salary are dependent on demonstrated scholarly achievement and teaching experience.

Required Qualifications:

- Licensed or eligible for licensure as a registered nurse in Virginia
- Master’s degree in nursing
- Licensure or eligible for licensure in Virginia as NP in Adult Gerontology Acute Care.
- Currently certified in Adult Gerontology Acute Care as a nurse practitioner.
- Experience in a practice role
- Documented effectiveness in collaboration and communication
- Ability to effectively manage details and problem solve in a complex environment
- Demonstrated experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so as a faculty member at VCU

Please apply for this position at https://www.vcujobs.com/postings/88826. For questions regarding this position, please reach out to LaToya Blizzard, Faculty Affairs Coordinator Coordinator, VCU School of Nursing, P.O. Box 980567, Richmond, Virginia 23298-0567, or lblizzard@vcu.edu.

Virginia Commonwealth University is an equal opportunity/affirmative action university, providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran’s status, political affiliation or disability.
Tenured & Tenure-Track positions in Nursing and in Public/Population Health

The College of Nursing and Health Innovation (CONHI) at The University of Texas at Arlington (UTA), seeks applicants for tenured or tenure-track positions to teach and conduct research in nursing and population & public health. We seek innovative scientists who can make a significant contribution to the overarching theme of programming and research in health and disease across the lifespan.

**ENDOWED CHAIR POSITION**

We are seeking an **Adult Gerontology Nursing Endowed Chair**, at the rank of full professor to enhance our growing and successful Adult-Gerontology Nurse Practitioner and Aging program.

**ADDITIONAL FACULTY POSITIONS**

We are seeking Nursing Researchers with expertise in Clinical Nursing Practice & Patient Outcomes; Leadership, Advanced Nursing & Patient Outcomes; Cardiovascular, Diabetes, Chronic Conditions, Pediatric, Mental Health and Public Health Nursing. We are also seeking Population & Public Health Researchers for tenured/tenure-track faculty positions. Positions will be filled in one of the three departments of CONHI: Undergraduate Nursing, Graduate Nursing and Kinesiology (which includes Public Health).

**UNIVERSITY OF TEXAS AT ARLINGTON**

With annual research expenditures in excess of $100M, UTA is a Carnegie Research-1 “highest research activity” institution. Most CONHI researchers are housed in the Science & Engineering Innovation & Research building (SEIR, www.uta.edu/seir), a 230,000 sq. ft. state-of-the-art research facility. CONHI is a comprehensive center for health care education and research, offering BSN, MSN, DNP and PhD degrees (www.uta.edu/conhi), as well as BSPH and MPH degrees. Designated as a center of excellence by the National League for Nursing, CONHI is the nation’s largest nonprofit college of nursing.

**Required qualifications for Nursing Research positions:**

1. Phd in Nursing or related field
2. Eligibility for licensure as a registered nurse in Texas
3. A minimum of two years’ experience in a clinical, health system or leadership or policy area, preferred
4. Demonstrated commitment to nursing research, education and service.

**Required qualifications for Population Health and Public Health positions:**

1. PhD in Public Health or related field
2. Demonstrated commitment to public or population health research, education and service.

**Preferred qualifications:**

A history of research publications, research funding and postdoctoral fellowship training.

**EEO Statement**

UTA is an Equal Opportunity/Affirmative Action institution. Minorities, women, veterans and persons with disabilities are encouraged to apply. Additionally, the University prohibits discrimination in employment on the basis of sexual orientation. A criminal background check will be conducted on finalists. UTA is a tobacco free campus.

To learn more or apply, visit [https://uta.peopleadmin.com/](https://uta.peopleadmin.com/)
Nursing Faculty Searches
Due to expanding programs and retirements, the M. Louise Fitzpatrick College of Nursing at Villanova University invites applications for Associate Dean for the Undergraduate Program and other full-time, tenure track faculty positions:

- Adult Health: Complex Care
- Population Health/Community Health
- Nursing Education
- Psychiatric-Mental Health Nurse Practitioner

PhD required. Candidates must have master’s degree in nursing with appropriate specialty preparation. Evidence of scholarly productivity, grantsmanship and publications. Teaching philosophy commensurate with Villanova’s mission and values.

Villanova University, located in beautiful suburban Philadelphia, is a Catholic university 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 College of Nursing can be found at www.villanova.edu/nursing.

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

THE UNIVERSITY OF VERMONT
COLLEGE OF NURSING & HEALTH SCIENCES
Vice Chair/Program Director for Graduate Studies and Tenure Track Faculty Openings

B.S. NURSING
RN-B.S. NURSING
DIRECT-ENTRY AND TRADITIONAL DEGREE OPTIONS
M.S. CLINICAL NURSE LEADER
D.N.P.

uvm.edu/CNHS or uvmjobs.com

Having trouble finding the right nursing textbooks to integrate into your courses? Is the lack of access to information affecting students’ outcomes and participation in your classes? Rittenhouse Book Distributors provides access to content your students need to achieve optimal educational outcomes!

Ensure that your students have immediate access to the textbooks they need to be successful.

Our market-leading nursing eBook database, the R2 Digital Library, is designed to support nursing faculty and students who face these everyday challenges. The R2 Digital Library features the most comprehensive health sciences eBooks presented in a clean, integrated and intuitive interface.

Featured publishers on the R2 Digital Library include the American Nurses Association, Elsevier, F.A. Davis, Lippincott and many more!

Participate in our pilot program and provide nursing faculty and students with access to the entire R2 Digital Library nursing collection for FREE!

Visit R2library.com, email or call us to learn more.
HAPPY HOLIDAYS FROM AACN!

As AACN’s 50th anniversary year comes to an end, our staff would like to extend best wishes to all of you who helped make the year-long celebration a great success. We look forward to working for you in 2020 and beyond. Happy Holidays!

CCNE CALL FOR COMMENTS

The Commission on Collegiate Nursing Education (CCNE) is pleased to announce the opportunity to comment on the Proposed Standards for Accreditation of Nurse Practitioner Residency/Fellowship Programs. Please see the Call for Comments on the CCNE website. Your input is vital in this important process.

Please complete the survey or email your comments to CCNEStandards@ccneaccreditation.org by January 13, 2020. Even if you have no suggestions to clarify or improve the document, we hope to hear from you in support of the Standards as proposed.

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

Space in Opportunities is available for advertising position openings, availabilities, and consultant and other services.

All advertising is subject to the publisher’s approval.

Publications of the American Association of Colleges of Nursing serve to advance the quality of baccalaureate and graduate nursing education, promote nursing research, and develop academic leaders. AACN therefore reserves the right to unilaterally reject, omit, or cancel any advertisement that is not in the best interest of the objectives and policies of the Association, or that is not in keeping with the generally scholarly and professional nature of AACN publications. The publication of any advertisement by AACN is neither an endorsement of the advertiser nor the product or services advertised.

AACN promotes equal employment opportunity as required by law, and accepts only advertisements that are not discriminatory on the basis of race, color, religion, sex, national origin, age, handicap, sexual orientation, veteran status, or for any other reason not related to individual merit.

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

Deadlines: Opportunities is published bimonthly beginning with the January issue. Deadline for including, changing, or cancelling ads is the 15th of the month preceding publication date. Advertisers are invoiced with proof of publication.

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